

CTA *Journal*

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AVERAGE CTA HOME
OWNER NOW HAS
THESE TWO COVERAGES

NEW FIRE INSURANCE
PACKAGE INCLUDES
THESE THREE EXTRA
COVERAGES.

\$15,000 more insurance may cost you only \$3

IF YOU already have fire insurance on your dwelling and contents, your extra cost for over \$15,000 theft, liability, and glass coverages—worth at least \$50 at standard rates—may be only \$3 with the new, CTA-approved Homeowners Fire Insurance Package Policy!

OUR RECENT SURVEY shows that the average CTA home owner has \$10,000 fire insurance on his dwelling and \$3,500 fire coverage on contents, for which he pays a 3-year premium of \$85. The comparable CTA-approved package policy would provide him with the same \$10,000 fire insurance on dwelling, PLUS all the following valuable insurance protection: \$500 additional fire coverage on contents; \$4,000 theft at home; \$1,000 theft away from home; \$10,000 personal comprehensive liability; \$250 medical expenses; and \$50 glass breakage. Premium value of the complete package, on a separate policy basis at standard rates, is at least \$137.50. But the average CTA home owner's estimated net cost would be only \$88 (\$110 initial premium, less \$22 probable dividend at policy expiration)—or just \$3 more than the \$85 average premium he is currently paying for the two first named fire coverages, alone!

SEND NOW—DON'T WAIT!!! To obtain details and costs of five-coverage package protection for your home, fill in and mail reply form. Even if your dwelling policy does not expire soon, mail completed coupon now for advance quote giving you ample time to compare costs.



1 FIRE — DWELLING

Fire, lightning, removal, windstorm, hail, explosion, riot, aircraft damage, non-owned vehicle damage, smoke damage, and other usual extended coverages.

2 FIRE — CONTENTS

All dwelling coverages, as above, for your personal property, including furniture, silverware, glassware, clothing, luggage, cameras, sports equipment, appliances. Also jewelry, furs, cash.

3 THEFT: HOME & AWAY

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4 PERSONAL LIABILITY

Accidents on and off premises for which you are liable, including injuries caused by pets, children, or sports. Also payments of resulting medical expenses.

5 GLASS BREAKAGE

Insures your home against glass breakage from any cause, including earthquakes. Covers windows, glass doors, transoms, built-in mirrors.

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Please mail your exact prices and estimated savings on the new, CTA-approved Homeowners FIRE INSURANCE PACKAGE Policy which provides five-way protection at an estimated 35 per cent saving. This request does not obligate me to become a policyholder.

Teacher's Name _____ School Name _____ School City _____ School Phone _____
Spouse's Name _____ Spouse's Occupation _____ Employer _____ Business Phone _____

Date Present FIRE Policy on DWELLING Expires _____ / _____ / _____
Name(s) As Listed On Deed (if not as above) _____
If none, write "None"

Present Mailing Address _____ City _____ County _____ Present Phone _____
Address of Dwelling to Be Insured, If Not As Above _____ City _____ County _____ Home Phone _____

Is Dwelling Located Within City Limits? YES _____ NO _____ Give nearest principal cross-streets (Blvds., Highways, etc.) _____

Value of Dwelling (Amount of Insurance Desired on Dwelling) \$ _____ If you are served by a special Fire District, please indicate by name: _____

Type of Construction: DWELLING: Wood or Frame ☐ Brick ☐ Other _____ ROOF: Shingle (wood) ☐ Composition ☐ Other _____

OWNERSHIP: Owned ☐ Cal. Vet. Loan ☐ G.I. or FHA Loan ☐ Other _____ No. additional owned dwellings _____ No. of such Dwellings rented to others _____

Insurance Now Carried in California Casualty Teachers Plan: Auto ☐ Comprehensive Personal Liability ☐ Teacher's Professional ☐

Give ALL data requested. FOR IMMEDIATE COVERAGE telephone collect:
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ESSENTIAL!

CTA Journal

MARCH, 1956

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Executive Secretary

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Paul Hoffman

Industrial leaders have changed. Among the most influential spokesmen for social and economic progress is Paul G. Hoffman. Starting in business at Los Angeles in 1911, he became known as one of the greatest salesmen in the world—not only of automobiles but of the American Way of Life. In the seventh of our cover series on Great Californians we tell the story of his life—and the teachers who helped to mold him to greatness. Cover photo by Fabian Bachrach.

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dramatic cast, choral groups and guest artists. Standard provides Teacher's Manuals as program listening guides.

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Arthur F. Corey
CTA Executive Secretary

People Are Interested In Their Schools

PEOPLE have always been interested in their schools. The increasing volume of school news appearing in our newspapers, the features being published by national magazines of tremendous circulations, the time being allocated to public education on radio and television—these are symptoms of that public interest.

The significant trend in recent months is not that the people are aroused about the schools; it is rather that the men who control mass media have been "sensitized" to a public interest which goes far back in the American tradition.

Thirty years ago Belmont Farley, NEA director of press and radio, wrote his doctoral dissertation on a study of school news. He found that the people interviewed were interested in the **fundamentals** of education; they wanted to know **what** their children were studying and **how** they were taught. He found, however, that press and radio publicized the ephemeral, the unimportant, the irrelevant about the schools. He assumed that broadcasters and newspapermen—on the whole—were misinterpreting the public interest.

Only recently we have witnessed a decided trend in public print. More attention is being given to pupils, teachers, curriculum, and the basic problems of the schools. Some has been critical, even viciously biased and uninformed. But most of the magazines and newspapers have been intelligent, objective, and fair. They have assigned men who sought important fundamental facts and they have honestly interpreted educational theory and practice in the language of the layman.

In my work with the National Joint Editor-Educator Conference I have been privileged to meet the men who control national magazines with combined circulations of more than 75 million. They have recognized the problems of public education and they have become aware of their responsibilities in meeting the public demand for adequate and reliable information about these problems. With

minor exceptions, their editorial treatment of the **how** and **why** of teaching and learning has been basic and constructive.

The educator has a major responsibility to those who control mass media. The teaching profession need not cringe before criticism; it may take heart that it is receiving recognition long overdue. We can be cooperative and helpful to those who wish to speak and write about education and we can show our honest appreciation when they do a good job. To really assist in interpreting education we must first understand ourselves.

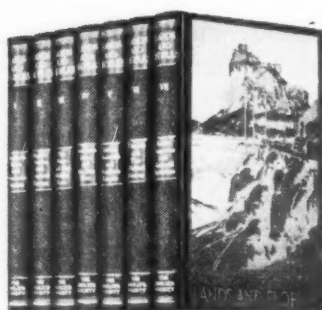
In California, we have taken an important step by summarizing our professional beliefs and objectives. Our Educational Policies Commission statement, "We Hold These Truths . . .", was a masterpiece. That the press covered release of the statement adequately and fully we might view as a mysterious phenomenon. It was, in reality, an acceptance of the concept that the public wants this kind of clarification; that it is willing to accept and cooperate if it first understands.

Some writers have pointed to the White House Conference as evidence of a new interest in public education. Actually, the conference simply capitalized on an interest which has long existed. Much credit is due the National Citizens' Commission for the Public Schools, which has now completed its role. The Commission was largely guided by citizens, not educators. Similarly, in hundreds of communities across the country, citizen groups have provided opportunities for parents and taxpayers to learn first-hand what is happening to education.

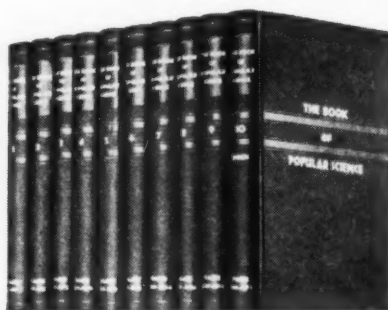
We must not forget that we are in a partnership with the public and that the partners will be compatible only so long as they understand and agree. The eye and voice of the nation—press, radio, and TV—are now willing interpreters if we will accept them and work with them.

WHAT IS THE GROLIER SOCIETY?

THE GROLIER SOCIETY was founded in 1895 by men whose purpose was to publish good books in fine bindings, but who could not have envisioned how completely that purpose was one day to be fulfilled. ¶ They borrowed the name Grolier from a great French bibliophile. They used the word Society because in their day it was synonymous with "company." ¶ Grolier's first publications included volumes of history and collections of literary classics. It wasn't until 1910 that, with the publication of *The Book of Knowledge*, The Grolier Society found itself embarked on the publishing program that has made its name world-famous. ¶ Today, The Grolier Society publishes the five sets illustrated on this page and 13 other major reference works. Each set performs a different educational function but all share certain special values. Each is designed not merely to inform but also to encourage intellectual curiosity. Each derives authority from editors and consultants of the highest possible position in their fields. Each is continuously revised so that the most recent edition of each describes and explains the march of events, discoveries and achievements. Each—in the library and in the schoolroom—is increasingly depended upon as a basic *teaching tool*.



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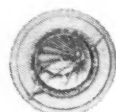
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EDUCATION, U.S.A.

..... national professional news

FROM HERE AND THERE January progress report from NEA shows California's contribution to the NEA Building Fund totals \$139,640.

Most of this fund came from 920 life members at \$150 each. California ranked second to Washington in December contributions but is still a long way from the 5-year quota of \$250,000 • MARGARET PERRY, NEA director for Oregon and *McCall's* "Teacher of the Year" for 1955, will assume the position of assistant executive secretary of the NEA Department of Classroom Teachers next September • Friday, November 16, has been designated *National Teachers Day* as a feature of the 36th annual observance of American Education Week • DR. CYRUS C. PERRY, legal counsel of NEA Commission for Defense of Democracy Through Education, died suddenly December 27 • NEA Research compares the school year 1954-55 with estimates of 1955-56 and predicts these INCREASES: 1,273,000 in pupil enrollment, 51,000 in instructional staff, \$630 millions in current expenditures, \$11 in average expenditure per pupil in a.d.a., 3.8 per cent in average salary for teachers • Girl Scout summer camp staff positions are available to women teachers. Information may be obtained from nearest Girl Scout council office or from 155 East 44th St., New York 17 • "The Principal's Role in Instructional Leadership" is theme of the annual meeting of the NEA Department of Elementary School Principals to be held in Denver March 7-10 • 31st annual conference on printing education of International Graphic Arts Education Assn. will be held August 5-10 at Santa Barbara Campus of University of California • American Overseas Educators Organization is the proposed name of a national group of teachers who have been abroad and who hope to serve those who are interested in foreign experience. President is Mrs. Violet Wuerfel, Dearborn public schools, Michigan • National Citizens Council for Better Schools will continue the work of National Citizens Commission for the Public Schools, which dissolved recently after almost seven years of successful operation. ROY LARSEN, president of Time, Inc., served as president of NCCPS • PHILIP J. HICKEY, superintendent of instruction, St. Louis, Mo., has been named president-elect of AASA and will begin a one-year term as president March 15, 1957 • HEROLD C. HUNT, under-secretary HEW, will speak at convention of National Science Teachers Association to be held in Washington, D.C., March 14-17 • AAHPER's 59th convention in Chicago March 25-29 is expected to draw 5000 delegates for discussion of physical education problems • ANDREW HARDIN of Hollister is a member of the planning committee for the Southwest Regional Conference of the NEA Department of Classroom Teachers to be held April 5-7 at the Denver Hotel, Glenwood Springs, Colorado • National Conference of DCT will be held at Lewis and Clark College, Portland, July 8-20, following NEA convention. ELIZABETH YANK of Marysville, concluding her term as president of DCT, will direct the conference on the theme "Public Education, Our Democratic Heritage" • ARTHUR G. COONS, presi-

dent of Occidental College, Los Angeles, has been elected president of Association of American Colleges • "An International Workshop on Human Relations in the Pacific Area" will bring together leaders in education of the U.S. and free countries of Asia at UCLA June 20 to July 26. The University will offer six units of graduate credit • UNIVERSITY OF CALIFORNIA, with 38,594 students, tops list of U.S. colleges having new high enrollment. Total for U.S. is over three million students • DR. THOMAS A. BAILEY, head of history department at Stanford, is author of *The American Pageant*, to be published March 19 by Little, Brown. Harper is publishing two books by California authors: *An Introduction to the Study of Education* by George Willard Frasier of Stanford and *Readings in Education*, edited by Arthur Foff of San Francisco State College • 30th annual high school contest on the United Nations, a three-hour examination, will be held March 13 in U.S. high schools, with European and Mexican tours offered as prizes. Sponsor is American Association for the United Nations, 345 East 46th St., New York 17 • DR. NORRIS W. RAKESTRAW, Scripps Institute at La Jolla, is winner of American Chemical Society's \$1000 James Flack Norris award for outstanding achievement in the teaching of chemistry • An investigation of administrative and academic affairs at the University of Nevada began early in February for the Nevada legislature, with Dr. Dean McHenry of UCLA as head of a seven-man panel • JAMES ROOSEVELT, Democratic congressman from Los Angeles, introduced HR 8998 on February 1 to provide loans for scholastically-qualified students to continue post high school education. Bill was referred to committee on education and labor • ARTHUR F. COREY was moderator at the Third National Editor-Educator Conference February 24 at the Hotel Biltmore, New York. He led the afternoon session on the question "Is Our Education Failing to Produce Leaders?" Speakers were JOHN FISCHER, editor of *Harper's Magazine*, and Dr. Henry Hill, president of George Peabody College for Teachers. Panelists included an industrialist, an educator, an author, and an administrator. The conference closed with an address by DR. FRANK BAXTER of USC, famous Shakespearean authority, on the subject "What Is America's Stake in a Literate Society?" DR. COREY is co-chairman of the National Editor-Educator Committee with ROY E. LARSEN, president of *Time, Inc.* • Another speaking engagement for CTA's Executive Secretary was the annual luncheon of EDUCATIONAL PRESS ASSOCIATION at Hotel Dennis, Atlantic City, February 21. He discussed ways educational journals can cooperate with magazines of general distribution in the interests of the schools • NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION will reprint and distribute the 16-page feature published by *Look* on February 21. The feature "What Is A Teacher?" (described on page 12 of the February CTA Journal) will be produced in 9½x12½ size in two colors and will be sold at two for 25c. Quantity prices will be 3-99, 15c ea; 99-999, 11c ea.; 1000 or more, 9c ea. Orders should go to NSPRA, NEA, 1201-16th St., NW, Washington 6, D.C. ROBERT E. MCKAY, assistant executive secretary of CTA, is president of NSPRA.

ED-TV GETS FORD GRANT

Ford Foundation has granted over six million dollars to Educational Television and Radio Center of Ann Arbor for support of educational television. Grants are expected to carry operating costs for three years and will accelerate the Center's program service to educational TV stations.



FROM THE FIELD

... statewide professional news

RETIREMENT VOTE PLANNED

CTA Retirement committee met February 4 to make tentative plans for a projected plebiscite of all CTA members on integration of Social Security (OASI) with the State Teachers' Retirement System. Sub-committees will study survivorship benefits and the problem of out-of-state service while a three-member editing committee prepares a ballot form and text insert for *CTA Journal's* April edition. The whole committee will meet again March 3 for final approval of plans. *Journal* readers will have the complete discussion in April edition and voting will follow in late April or early May under supervision of officers of local associations. A 12-page booklet, "Teachers' Retirement" (published by CTA February 8), describes changes in the new law effective July 1, 1956. Local associations or districts may order at \$5 per 100 from CTA, San Francisco, or single copies will be mailed without charge to CTA members.

FLOOD AID IS STUDIED

Frances Shaw, president of Sutter County Teachers Association, heads a committee cooperating with county superintendent in surveying needs (and deeds) of teachers caught in disastrous December floods. He knows "two or three teachers lost everything" and that 30 or 40 in the Yuba City area have major damage to homes and furnishings. The study has revealed stories of great heroism and unselfish service among teachers. Most teachers are not eligible for flood relief because they hold employment contracts. Although the committee is not conducting a drive for funds, any group or individual wishing to contribute aid may communicate by writing Sutter County Teachers' Organizations, Box 53, Yuba City. Typical is the story by John Mahoney, 50-year-old Yuba College instructor, who evacuated his family at 2 a.m. Christmas morning, returned six days later to find an eight-foot water mark in the house and its contents almost completely ruined. On every outside door he found notes offering help.

TOP STUDENTS NAMED BY CSF

California Scholarship Federation, an affiliate of CTA, has again selected the two outstanding high school graduates of California. Topping the list of boy graduates for 1955 is Victor Ralph Lavis from Los Angeles high school, Los Angeles. Ranking third scholastically in a graduating class of 500, he was recommended for the Seymour Memorial Award, the highest honor CSF award for scholarship, citizenship and leadership. In September he entered Stanford University, where he began preparation for a career in medicine. Placing first among girl graduates of California high schools applying for the Seymour Memorial Award of 1955 is Nancy Simons from Sir Francis Drake high school, San Anselmo. Ranking first in a class of 285, her mathematics and science grades were A+. She is a leader, an athlete, and a national swimming champion who will be contending for international honors.

CENTENNIAL OF ADULT EDUCATION

One hundred years ago in the basement of St. Mary's Cathedral in San Francisco the first public school class for adults was organized. From this modest beginning adult education in California has grown to an annual enrollment of approximately one million adults. To commemorate the centennial, the State Department of Education and the California Association of Adult Education Administrators are planning state-wide centennial celebrations to culminate in San Francisco in October at which time the California Association of Adult Education Administrators will hold its annual conference. Dr. Edward D. Goldman, Assistant Superintendent of Adult and Vocational Education in San Francisco, has been named state chairman.

JUNIOR CLASSICAL LEAGUE FORMED

More than 300 Latin students from 23 California high schools organized the California Junior Classical League at Oakdale last October 22 when the state joined a federation of 851 Latin clubs of the nation. Arthur Potter of Oakland was installed as the first state president of the League in traditional Roman costume. Miss Lee R. Ashenberg, advisor of the Oakdale host unit, is California state chairman. David Ayres, journalism and printing instructor, directed excellent press coverage and prepared a special edition of the *Oakdale Arcadet* for the initial convention.

TV EXPERIMENT FOR CLASS STUDY

An educational experiment in television will be conducted by San Francisco State College, using a \$125,000 grant from Ford Foundation and the facilities of KQED, Bay Area Educational Television station. Two groups of students in each of four courses will be used in the experiment, one group receiving TV lectures at home while the other attends conventional classroom sessions. Tests may reveal which group learned most. Incidentally, Les Landin, Saratoga teacher, has appeared weekly on a KQED program called "Buckskin Bob." The guitar-playing cartoonist-teacher has been so well received his program will go on film for national distribution to educational television stations. Landin's cartoons have been published regularly in *CTA Journal* for the past four years. "The Atom," a three-program series by Dr. Edward Teller of UC, first produced and shown by KQED, has similarly been released nationally.

EDUCATION WRITERS RECEIVE AWARDS

For outstanding contributions during 1955, the Education Writers Association awarded plaques to winners in each of four categories at AASA convention at Atlantic City last month. RUTH DUNBAR, Chicago *Sun-Times*, won for her series of articles answering Rudolf Flesch. Others were: EDWARD R. MURROW and members of his staff for "Ballots at Bear Creek," an educational western on CBS-TV; JAMES DEANE, Washington *Evening Star*, for school coverage in District of Columbia; SAN ANTONIO NEWS, for an editorial entitled "Desegregation Decision Is Viewed as Fair and Final." Citations went to DWIGHT MITCHELL of the San Jose *Mercury-News* for a series of articles on overcrowding the classroom and teacher morale and to HARVEY C. MCGEE, editor of the Placerville *Times*, and his staff for routine coverage of the schools in his county. (See page 14.) Mitchell placed fifth in category 1 and McGee placed third in category 3. A total of 13 awards were presented.

(More state news on page 20)

1000 EXPERTS

"Many are called, but few are chosen."

TO the Personnel Standards Commission (formerly Ethics Commission) of the CTA, this Biblical assertion has assumed new meaning. From nearly 1,000 California teachers and administrators nominated to serve on the master panel for study of tenure dismissal cases under Chapter 1100 (Statutes of 1955), less than 50 will be chosen for the first training program.

From the master panel and the Commission itself will be chosen the individual panels of three or more members to conduct studies into the competency, fitness, and professional conduct of permanent teachers threatened with dismissal. They will be charged with preparing the reports which, under specified conditions, may be introduced in court as expert testimony during dismissal hearings.

Must Qualify

In the final version of the CTA-sponsored legislation authored by Senator Nelson Dilworth, a panel report cannot be entered into evidence until at least one member of the panel is qualified as an expert. It will be the aim of opposition counsel to discredit the expertness or lack-of-bias of panel members. After the report is once admitted, all members of the panel may be cross-examined as to how they arrived at the conclusions expressed.

"This process indicates that panel members must be people whose training and experience will gain court recognition as a basis for expertness, and whose poise and composure under cross-examination will not be shaken," Commissioner Miriam Spreng pointed out.

To assist in selection of panel members with these and other obviously desirable qualities, invitations have gone out to all local CTA chapters, district and county superintendents, statewide CTA-affiliated organizations, and the presidents and deans of teacher-education institutions to nominate outstanding candidates. Nearly all the 1,000 nominations already received

meet the general requirements, and most of them are conspicuously outstanding in training, experience, and personal qualities needed for the tremendously responsible assignment of representing the total profession in rendering judgments regarding their colleagues.

Nominations Sorted

The first task was to sort these nominations into the various categories to be represented on this panel of experts—primary grades, intermediate grades, upper grades, major secondary subject areas, elementary and secondary supervision and administration, and college personnel specially qualified in evaluating teaching methods. No shortage of outstanding personnel existed in any of these categories.

Because of the court procedure aspects of the duties, certain qualifications were given more emphasis than otherwise might have been desired. Graduate degrees and evidence of continued advanced study are objective factors which would be recognized in court. Such degrees alone might not be so highly rated in the profession as a prerequisite for expertness in, for example, primary grade teaching. However, possession of higher degrees certainly does not decrease the effectiveness of a person otherwise qualified.

Similarly, many nominees with less than 10 years of experience appeared to possess all the desired professional background. When taking the stand to express expert judgment of a teacher who has been in the profession 20 to 30 years, however, the young panel member might be subjected to unpleasant attack on his own competency to judge.

The confidence he commands in the community where he is employed, emotional balance, poise, articulateness, professionalism, and ability to arrive at objective judgments were other criteria for selection of nominees.

Procedure Outlined

Miss Spreng listed the following steps now being taken by the Commission prior to acceptance of the first tenure case:

1. Complete investigation of each nominee being considered for appointment, including the judgment of as many people as possible who are familiar with the nominee and his work. This will include also an interview with the nominee.

2. Final appointment of approximately 30 people to take the intensive three-day training program, with the expectation that most or all of these will be named to the master panel. Since it is unlikely that more than one or two studies will be attempted this spring, a minimum panel of 25 or 30 names will be established now, the list to be expanded next fall.

3. Work with CTA legal counsel and other interested groups in preparing the training program. This should be given to the first appointed group in late March or early April.

4. Continue to process nominations for additional appointments, bringing the master panel to approximately 100 names by next spring. Names and qualifications of members already nominated will be retained, with most additional appointments coming from this list.

5. Establish a file of nominees particularly qualified in certain special fields not likely to be used often so that they could be called when a case involving these specialized areas is presented.

Wide Cooperation

"The cooperation of school people throughout the state has been marvelous, showing that most members share our eagerness and anxiety to make a success of this new program," Miss Spreng declared. "I sincerely hope that the hundreds of wonderful members who have been nominated, and their colleagues who recommended them, will realize that only one or two in each category will be named right now. Geography plays a small part in distribution of these appointments. Therefore, some of our strongest members may not be appointed until the panel is expanded next year," she added.

Despite the large number of nominations, many people authorized to propose names were not able to complete the necessary information before the January 25 deadline. Commissioners have assured all who inquired that late nominations will be given the same consideration as those already received in making future appointments, though they may not be included in selection of the first group.

—HARRY A. FOSDICK
Secretary, CTA Personnel Standards
Commission

Your Salary—and Your Retirement

Your old age will be protected by the adequate new teacher retirement program which goes into effect this summer—but prepare yourself for higher deductions from your paycheck.

STARTING July 1, California teachers will have the best retirement system of any in the nation. It will not be a perfect one, but it will have many improved features.

For instance, there will be a built-in hedge against inflation, provided by the requirement that retirement pay be based upon the average of the three best years of salary. Thus, if there should be a great increase in salaries, years of previous low pay will not drag down retirement benefits. The fact that the three best years are to be taken wherever they occur in a teacher's career will act as a hedge against deflation, too. If salaries should ever fall, the previous high mark will be the basis for annuities.

These, and many other fine features, are legitimate cause for satisfaction on the part of California's educators. But such a deluxe model retirement system is very expensive to operate.

Costs Are Shared

Fortunately, the teachers of the State do not have to pay all of the costs of retirement; if they did, the system would be prohibitively costly for all but those in the most favorable salary brackets. Somewhat over half the cost of the State Teachers Retirement System is, and will continue to be, borne by the taxpayers of the State. Up to the present time this has been done chiefly through contributions from the State treasury. Under the new retirement law, State contributions will be supplemented by district contributions equal to three per cent of the salaries paid to certificated personnel. These two sources will pay for the costs of administering the system as well as for half of the benefits. In addition, State funds will pay for all benefits based upon prior service. But each teacher

must pay for half of the benefits earned by each year of service under the new system.

The individual teacher's share of retirement costs is paid through deductions from his salary. This is nothing new; teachers are paying their share of the cost of the present retirement system by this method. However, the amount that will be deducted to pay for the increased benefits of the new system will be substantially greater than present amounts. In order to get an idea of the actual dollars and cents cost to the individual of the improved retirement plan, let us look at how old and new deductions will affect some typical cases.

Contributions Figured

First, we must look at some of the general rules that are involved. Under the present system everybody pays sixty dollars per year plus a percentage of his salary. This percentage is slightly higher for women than for men, and for both it advances with age of entering the retirement system. The lowest percentage at the present time is 5.77 and the highest is 10.15. These percentages have changed several times in the past due to changes in the life expectancy of retired teachers.

Under the new system, there will be no flat-rate contribution of sixty dollars. Hence, the percentage deducted from salaries must be increased to allow for this as well as to cover the added costs of the improved benefits. Deductions will continue to vary with age and sex. The percentages will range from 9.53 for a man who entered the retirement system at 20 years of age, to 13.52 for a woman who entered at age 59 or over. (It must be remembered that the age concerned is the age at the time a teacher was first

employed in a California public school, or his age on July 1, 1944, when the present State Teachers' Retirement System was inaugurated. Contributions do not change as you get older in service.)

Suppose that a man who is now teaching at a salary of \$6,000 per year, was working in a California school in 1944 and was thirty years old at the time. This year he is contributing 6.76 per cent of his salary towards retirement, plus the sixty-dollar flat-rate contribution. This means he will have a total of \$465.60 taken out of his salary during the 1955-1956 school year. Next year he will have 9.57 per cent deducted, or a total of \$574.20. (There will be no additional sixty-dollar deduction.) The total increase in his deductions will be \$108.60. Or, from another point of view, the reduction in his take-home pay due to the cost of the new retirement system will be \$108.60. For a woman of the same age receiving the same salary, the decrease in take-home pay will be \$136.20.

Less Take-Home Pay

Six thousand dollars is an annual salary that is much more than many teachers receive, particularly younger ones who are not yet far along the salary schedule. Let us look at the case of a young man who started teaching in California at the age of twenty-five and who is now getting only \$3800 per year. This year he is having 6.06 per cent of his salary deducted for retirement plus the sixty-dollar flat-rate contribution. His deductions total \$290.28 annually. Next year he will pay at the rate of 9.53 per cent, which will mean a total deduction of \$362.14. This will reduce his take-home pay by \$71.86, unless he should advance on the salary schedule.

For a final example, let us take a man who entered the retirement system at forty years of age, and who now holds an administrative position paying an annual salary of \$10,000. His present contributions are \$777 per year. Next year they will be \$994 which will be an increase of \$217. A woman under the same circumstances would contribute \$1,126 next year, which would be an increase of \$266.

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Paul G. Hoffman, Champion of Capitalism

Industrial leader, who became influential spokesman for our way of life, remembers the lessons of his youth



WHEN cars were being called horseless buggies, a young Chicagoan wanted to be an automobile salesman. Paul Gray Hoffman went to the publisher of *Motor Age* and was advised: "Stay away from this business; it will blow up just like the bicycle business did."

Coming to California at the age of 20, young Hoffman not only proved the advice wrong, but established a reputation as one of the greatest automobile salesmen in the world. Not content with top honors in industry alone, he became America's most eloquent spokesman for capitalism and the American way of life.

Hoffman, now chairman of the board of Studebaker-Packard Corporation, is one of America's best-known industrial statesmen and a first-rate educator, carrying the torch of capitalism on the firm ground of intelligent research.

This is the seventh in a series of *Great Californians* cover features published by CTA *Journal* for the 1955-56 season. The two remaining subjects will be Dr. Lillian Moller Gilbreth and Dr. Willard Givens. Each article, written by the editor of CTA *Journal*, has sought to tell how "a good teacher stands in the shade of our great men."

One Year of College

Born April 26, 1891 in Chicago, Paul Hoffman is the son of George and Eleanor Lott Hoffman. His father was a successful inventor. He attended the University of Chicago for a year after graduation from the La Grange, Illinois, high school in 1907. In spite of a limited academic education, he has received in his lifetime 33 honorary degrees, including Doctor of Laws degrees from 26 universities.

Coming to Los Angeles in 1911 to sell Studebakers, he learned about competition in the rough and tumble days before advertising codes. He became sales manager and after two years in the army he bought the Los Angeles Studebaker agency. In the next six years he made such sensational sales records that Albert Erskine whisked him to South Bend to become, at 33, Studebaker's vice-president in charge of sales.

As president of Studebaker from 1935 to 1948, he led his company through the post-depression, created and directed the Automotive Safety Foundation, and became a war-industry leader in production of aircraft engines and trucks. Planning for post-war production, in 1942, he led a group of prominent business men in creating the Committee for Economic Development.

CED undertook basic research to find remedies for the weaknesses of our

economic system. A keen thinker and an economic scholar, Hoffman brought to industry the attitudes and methods of a university president. A tireless popularizer, he brought to the public the kind of economics that had previously been considered the exclusive property of college professors.

The Marshall Plan, set up for economic rehabilitation of Europe, brought about the establishment of the Economic Cooperation Administration and Paul Hoffman served for two and a half years (1947-50) as its Administrator. As the voice of ECA, he became a Messianic spokesman for the American way of life, ranging the capitals of Europe persuasively and tirelessly.

Heads Ford Foundation

Mission accomplished, Hoffman wrote a book: "Peace Can Be Won," which summarized his philosophy of the necessary partnership of business, government, and diplomacy. But his success as administrator and practical man of letters led to almost immediate appointment as president and director of the Ford Foundation. In this field, he launched far-sighted philanthropic projects which focused attention on the financial needs of higher education. He served the Ford Foundation from January 1951 to March 1953, resigning to become chairman of the board for Studebaker-Packard.

Just before he embarked on ECA duty, Paul Hoffman received the 1948 American Educational Award, pres-

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FOUR TEACHERS

By Paul G. Hoffman

THE burden we Americans place upon our teachers is awesome. We expect them to arouse intellectual curiosity in our children, to mold their characters and to civilize them to a point where they can work and play with other children. Then to top it off, we insist that our teachers be paragons of virtue without human frailties of any kind. Amazingly enough, most of our teachers have shouldered this burden and have measured up to our expectations. They are carrying on with courage and buoyancy.

To two of my teachers I am indebted for learning that there is no substitute for work.

It was the principal of the grammar school I attended who gave me my first lesson. I was—according to my mother (who might have been prejudiced)—a bright child. In any event, I had skipped two grades which resulted, by the time I had reached the eighth grade, in a deep conviction on my part that I could acquire knowledge without effort. Mr. Maltby did not share my conviction. He first tried gentle persuasion in an effort to get me to rely upon work rather than my wits. When this failed, he took a more drastic step. He made me read to all the pupils of the eighth grade Aesop's fable about the turtle and the rabbit. At the conclusion he commented pleasantly but with telling effect that while I might be a rabbit, I would have to be a working rabbit or all the turtles would pass me by.

One would think that no further lesson would have been needed in persuading me of the need, if not the glory, of hard work. As a matter of fact, when I first entered high school I did work hard, but it wasn't long before I again was attempting the experiment of acquiring knowledge by osmosis. In this case it was a Mr. Clark who was responsible for an abrupt change in my attitude. He was a mathematics teacher and the course was Algebra I. He asked me the answer to a problem on which I was presumed to have done some studying. I gave an answer, but one unaided by any study, which proved to be dead wrong. He asked me to stand up and face the class, and then said in the most solemn tones, "Mr. Hoffman, during the first few weeks you were in my class I thought you were a mathematics star. I find instead that you are a comet. Comets are flashy, but they fall and fall hard." After this episode I reluctantly concluded that there were no short cuts to knowledge.

Mr. Clark did much more for me than straighten out my attitude toward work. He showed me that mathematics was something more than adding and subtracting or working with algebraic formulas. I am sure he never envisioned the splitting of the atom, but he did make me realize that mathematics had a great function to play in the pursuit of truth and knowledge. In other words, he made it a fascinating subject.

My history teacher in high school, a Miss Benton, also illumined that subject, making me understand that history wasn't made of dates or battles, but rather a recording of human experiences that would help guide us to a brighter future.

During my brief college career one teacher stands out for the contribution he made to my development. Strangely, he wasn't a college professor but a high school teacher. His name was Patrick Crowe. He taught English O, which was a non-credit course required of those freshmen who had flunked their entrance examination in English. This indignity had befallen me despite the fact that during my senior year in high school I considered myself the "white-haired boy" when it came to writing compositions. I was certain that once given the opportunity to read one of my themes, Mr. Crowe would recognize that a ghastly mistake had been made in sending me back to a high school class in English.

I put a great deal of effort into the writing of that first theme. There was hardly a word in it containing less than four syllables. To my astonishment it was returned to me with a mark of F, with many corrections and a further request that I stay after class for a personal interview.

During that interview Mr. Crowe suggested that instead of trying to impress him with my vocabulary, I devote myself to giving expression to my ideas clearly, simply and by the use of well-known Anglo-Saxon words.

I wish I could say that as a result of this one admonition my writing style became clear and concise. It did not, but as a result of the hours and hours Mr. Crowe spent with me, largely after class, my writing improved substantially.

After I left school, teachers have continued to have a great influence upon my life. I have acquired from them much knowledge about economics, international affairs and many other subjects. More importantly, I have gained not only knowledge but some wisdom, and perhaps it is wisdom which is the most important of all goals.

Enthusiasm Grows As Districts and Locals Get Behind Columbia Project

The project of California's school children to restore the Old Columbia Grammar School has won statewide support. Reports from CTA chartered chapters and local associations reveal enthusiastic cooperation of superintendents and school boards, and favorable publicity from press, radio and TV. All indications point to ultimate success of the CTA-sponsored project to preserve the historic school as a memorial to pioneer public education.

PAUL HOFFMAN . . .

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ented annually by Associated Exhibitors of NEA to the American who contributed most to public education.

He married Dorothy Brown, a New England girl, in 1915. They are the parents of seven children; five boys and two girls. They have made their home in Pasadena for many years, returning to it after ECA.

He Likes Competition

Paul Hoffman likes competition. He plays a "business man's" game of golf in the 90s and is an excellent opponent at bridge. He likes people and talks to many in the course of a day but he does not care for the social round. He gives much time to public service but seeks neither fame nor public office. He is self-effacing but insists that his motives are selfish.

"Our greatest responsibility today," he explains, "is to fortify capitalism against all attacks. The best way I can serve my industry, my family, and myself is to help keep it strong and dynamic. None of us can do business in an economy that falls around our heads, under communism, socialism, or fascism. It is under capitalism that the essential freedoms of men have been protected and it is under capitalism that the average man has enjoyed a decent standard of living."

He has long urged the application of his favorite formula in order to preserve our American way of life: "Take a long hard look to see what makes it tick, what has made it strong, what its weaknesses are, and how they can be corrected."

A year ago the National Vocational Guidance Association, at its annual awards banquet at USC, concluded its citation of Paul Hoffman by quoting him on the subject of justice:

"Let us not forget that we are, after all, a unique society in that we have achieved a unity of diversity that is the strongest unity in the world. As opposed to the unity of conformity, ours is one wherein people of widely differing creeds, beliefs, and races work together to keep freedom and justice alive for all. Another deep source of strength in our free society is justice. A free society, to endure, must be a just society!"

A Modest Candidate

Last March I wrote Mr. Hoffman after we had completed a tentative list of subjects for our Great Californians series in *CTA Journal*. I acknowledged that, though he arrived in California as a young man, his leadership in industry and world affairs had earned an honored place for his name among the great men of this state. His modest reply was, "I cannot truthfully say that I received any part of my public education in California. Therefore it would seem that I do not fit into the category for the series."

With another exchange of letters, he willingly cooperated and wrote some anecdotes which proved to be revealing. His brief story, published in this edition, tells how four teachers in his life taught him lessons in conduct and mental habit which no doubt guided and influenced him deeply as his energies carried him to success in salesmanship, management, and public influence. JWM

The list of school districts in which the project has been approved grows daily, and is already much too long for reproduction here. To name a few, it includes: San Francisco, San Diego, Long Beach, Sacramento, Stockton, Modesto, Alameda, Pasadena, Alhambra, Inglewood, Santa Monica, San Bernardino, San Luis Obispo, Santa Maria, Monterey, Carmel, Fresno, Santa Cruz and scores of other communities. Only a very few school boards have denied participation. It is now apparent that the vast majority of school children will participate in the drive to preserve the red brick school.

Primary importance is placed upon use of the project to stimulate the interest of school children in California's early history and the public schools. Accounts of these activities indicate the influence of the project.

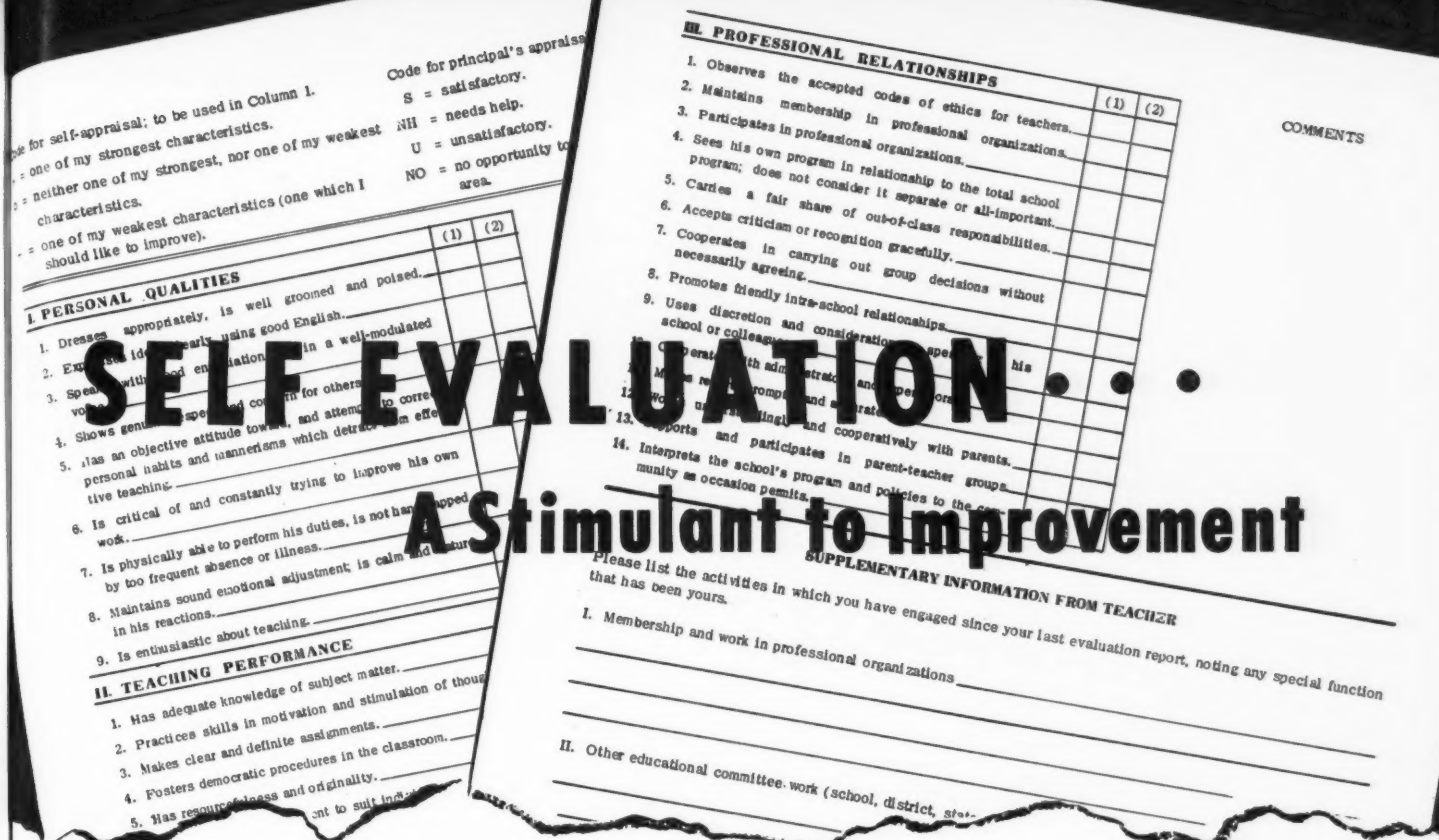
Teachers Visit

Hayward teachers chartered buses for a trek to the gold country. Carmel students constructed a replica of the old school. Modesto teachers and pupils are producing an assembly program of music, drama and dancing on the gold rush theme. Gold rush history and the red brick school are the subject of classroom art work, composition writing, history and dramatics in schools throughout the state.

Fine Publicity Given

San Francisco's CTA chapter took its big "poke" to a downtown bank under armed guard where bank employees laboriously sorted and rolled thousands of coins. The San Francisco press, TV and radio stations gave the Columbia project the full treatment. Both morning dailies carried feature stories. Radio and TV stations offered time ranging from spot announcements to 15-minute programs.

WILLIAM H. BARTON
CTA Field Representative



Rae E. Cargille

IMPROVEMENT of instruction through growth of the teacher is the primary purpose of evaluation. Accepting this basic principle, Compton union high school district has developed a new evaluation instrument.

Recognizing the importance of good procedures in the establishment of sound personnel policies, the district administration and the interest committee of the Compton Secondary Teachers Club selected evaluation as an area for joint study during the 1954-55 school year.

Committee Appointed

The district superintendent and the president of the teachers' club collaborated in the selection of a committee composed of three junior high school teachers, three senior high school teachers, one senior high school principal, and two junior high school principals. The president of the teachers' club and the deputy superintendent in charge of certificated personnel served as ex-officio members of the committee. Representation from each of the seven schools of the district was a factor in the selection of committee members.

Arrangements were made for released time to enable members of the committee to meet two hours bi-weekly. Addi-

tional subcommittee meetings were held after regular school hours.

Initial Meeting

Selected as a guest speaker to keynote the opening meeting of the committee was Dr. Lionel DeSilva, executive secretary of CTA Southern Section, who spoke of the work being done with this problem by the joint committee of the California School Boards Association and the California Teachers Association. Copies of the three progress reports of that committee were made available and later proved to be invaluable in providing helpful information and suggested avenues of investigation.

Committee members were briefed on the background leading to the formation of the committee and charged with the

Mr. Cargille is deputy superintendent of Compton union high school district. A portion of the four-page evaluation form described in this article is shown at the top of the page. Harry Fosdick, secretary of CTA Commission on Personnel Standards, reports that the appraisal plan and instrument developed by Cincinnati public schools (and described in the Joint Committee's Third Progress Report) served as the pattern for the program developed in Compton. Certain elements of the Cincinnati plan were omitted by the Compton committee.

responsibility of formulating a statement of principles and policies of evaluation as well as the development of an evaluation instrument.

Establishment of the Purposes

Attacking this complex problem with enthusiasm, the committee devoted the ensuing four meetings to exchange of viewpoints and establishment of areas of common understanding. As an outgrowth of this process the committee agreed that the tentative purposes of this study were:

1. To help insure the children of the Compton union high school district a better education through better teachers.
2. To promote the growth of teachers.
3. To achieve some degree of accurate measurement for purposes of re-employment and promotion.
4. To establish a policy upon which the board of trustees, the administration, and the teachers can work together with confidence, understanding and sincerity.

A Statement of Principles

Also formulated by the group at this time was a statement of the principles upon which the evaluation procedure should be based. They were:

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ENTIRE STUDENT BODY of Willow school in El Dorado county gathers around the table as Teacher Curt Millar ladles out a hot noon meal. This photograph was taken by Harvey C. McGee, editor of the Placerville Times, who also wrote the story below. As the Journal was going to press, word was received from AASA convention in Atlantic City that McGee and his staff had received one of four national awards by Educational Press Association for "outstanding work of interpreting education appearing in a newspaper during the year 1955."

Hot Meals in the Little Red Schoolhouse

The 13 pupils of El Dorado county's Willow school sit down daily to a unique meal.

There's nothing unusual about the menu; it's the same wholesome fare prescribed for all schools. The meal is unique because it's the only hot lunch served at a one-room school in Northern California.

At the head of the table sits the man responsible for the program. He is Curt Millar, a vigorous young teacher now in his third year at Willow, who has learned to face the limitations of the rural schoolhouse realistically, yet without resignation.

Except for its spectacular view of the steep Cosumnes river canyon and the Sacramento valley spreading beyond, Willow from the outside looks like most any other country school. It's even painted red.

But the trim little sportscar out front is a tipoff to what's inside. There the pupils, ages 5 to 15, are disciplined but happy, industrious yet genuinely interested. The bright little room is spotless.

In a timber area of seasonal employment and low agricultural productivity,

Willow's pupils are healthy and alert. Millar has charts to prove the gains, but he'd rather point to the rosy cheeks and active bodies.

There is no charge for lunch. Surplus foods—cheese, canned beef, peanut butter, cranberries, honey, butter, canned fruits—are purchased from the state. Mothers take turns preparing the meal, and it is served by the pupils themselves.

Eating daily beside Millar, pupils are improving their manners along with their health. They're also learning to recognize the importance of a balanced diet.

In El Dorado county—where the one-room schoolhouse still predominates—educators recognize the limitations of the rural classroom. They also recognize that with teachers like Curt Millar some of those limitations can be overcome.

"Programs like that at Willow," comments county schools supervisor James Moore, "are feasible for all rural districts. But first there must be three-way cooperation—by parents, trustees and teacher."

LETTERS . . .

I am enjoying your biographies of great Californians. It does my heart good to read about the great teachers that guided these famous persons.

Being a History major, I am always alert to historical inaccuracies. Be assured this little slip of the memory does not detract from your fine writing.

In the *CTA Journal* of January 1956, page 24, this statement occurs: "Warren . . . is being marked as the greatest Chief Justice since Washington appointed John Marshall in 1801."

Now you and I know that Washington was dead in 1801 and that the great John Adams appointed John Marshall.

Continue the great Californian series. I am mounting the pictures on the front page for my school bulletin board.

O. J. Owen
Pasadena

John Steinbeck wrote about three teachers in your November issue—but he left two unnamed. The first teacher whom he described with such glowing prose was Emma R. Hawkins, mathematics teacher at Salinas union high school. She was a small, dark woman, quick in mind and action.

Though with no official title, she was Principal Kilkenny's "right hand man." She helped faculty members get acquainted with each other and with the townspeople. She gave individual counsel to boys and girls and she aided many a "teen-ager" to move from "the way of the transgressor" to the path of the upright. She encouraged students to study and to look forward to college. She abhorred slipshod work.

She knew the community well, or at least she knew that part of it that, in those days, sent its young people to high school for an "academic" course or a "commercial" course.

NELSON B. SEWELL
Asst. Supt., Salinas

See the southeast corner of page 7 for story **EDUCATION WRITERS RECEIVE AWARDS** in which **HARVEY MCGEE**, author of the story at the left, is named as a national winner. Two California writers were cited (out of a national award list of 13) for outstanding effort in handling school news.

CALENDAR *of coming events*

MARCH

- 7-10—Department of Elementary School Principals, NEA; annual meeting; Denver.
- 7-14—CALIFORNIA CONSERVATION WEEK.
- 8-10—State Board of Education meeting; San Jose.
- 9-10—California Assn. of Women Deans and Vice-Principals; southern regional conference; Riverside.
- 9-11—California Assn. of Women Deans and Vice-Principals; northern regional conference; Palo Alto.
- 10—CSTA regional conference on professional problems; Oakland.
- 10—CTA Bay Section council meeting; Berkeley.
- 10—CTA Southern Section council meeting; Los Angeles.
- 10—CTA Central Section council meeting; Fresno.
- 10—CTA North Coast Section council meeting; Benbow.
- 12-15—California Congress of Parents and Teachers; advisory board meeting; Los Angeles.
- 12-17—Dept. of A-V Instruction, NEA; Detroit.
- 15-17—California Industrial Education Association; annual state convention; Bakersfield.
- 17—CTA Financing Public Education committee meeting; San Francisco.
- 17—CTA Moral and Spiritual Values committee meeting; San Francisco.
- 17—CTA Teacher Education committee meeting; San Francisco.
- 17—CTA Bay Section; C.E.C. conference; U.C., Berkeley.
- 19-23—Assn. for Supervision and Curriculum Development, NEA; meeting; New York City.
- 21-24—National Assn. of Deans of Women, NEA; 36th annual convention; Cincinnati.
- 23—CAHPER; executive committee meeting; Sacramento.
- 23-25—California Assn. of Secondary School Curriculum Coordinators; annual conference; San Diego.
- 23-25—California Home Economics Assn.; state board and council meeting; Berkeley.

- 24—CTA Northern Section; better teaching conference; Sacramento.
- 24-27—CAHPER; state conference; Sacramento.
- 24-30—American Assn. for Health, Physical Education and Recreation, NEA; Chicago.
- 25—California Association of Distributive Educators; San Francisco.
- 25—California Assn. of Secondary Administrators; representative council meeting; San Diego.
- 25—California Business Education Assn.; state council meeting; San Francisco.
- 25-27—California Business Education Assn.; state convention; San Francisco.
- 25-28—Annual Conference of Elementary School Principals and District Superintendents called by Supt. of Public Instruction in conjunction with CESAA conference; Los Angeles.
- 25-28—CESAA state convention; Los Angeles.
- 25-28—Annual Conference of Secondary School Administrators, called by Superintendent of Public Instruction in conjunction with CASSA annual conference; San Diego.

APRIL

- 5-7—California Council on Teacher Education; Santa Barbara.
- 7—CTA Central Section; good teaching conference; Fresno.
- 10-14—International Council for Exceptional Children, NEA; annual convention, Minneapolis.
- 11-14—California Assn. of Public School Business Officials; San Francisco.
- 12—NEA Relations commission meeting; San Francisco.
- 12—CTA Commission on Educational Policy meeting; San Francisco.
- 13-14—CTA STATE COUNCIL MEETING; Sheraton-Palace Hotel, San Francisco.
- 14—CTA State Board of Directors meeting; Sheraton-Palace Hotel, San Francisco.

New Field Man



LUKE CURTIS

S. L. "Luke" Curtis joined the CTA staff February 1 as a field representative attached to the Southern Section office in Los Angeles. He will act in a part-time capacity until the conclusion of the spring semester, and will be on a full-time basis thereafter beginning July 1.

He attended the Pasadena City Schools through Pasadena City College. In 1942 he entered the Army, and while in service attended Michigan State College under the Army Specialized Training Program. After completing a course there he saw overseas duty in Dutch New Guinea and the Philippine Islands.

At the conclusion of the war he obtained a B.A. degree at the School of Inter-American Affairs of the University of New Mexico and an M.A. in history at the same institution. While attending the University in 1948, he married a fellow graduate student, Patricia Gleixner, of Chicago.

In 1948-49 they traveled to Europe for further graduate work at the Graduate Institute of International Relations of the University of Geneva, Switzerland, where their daughter Karen was born.

Upon returning to the United States, he taught at St. Michael's College, Santa Fe, New Mexico, before returning to California in 1950 to accept a position with the Pasadena City Schools where he is currently employed. During the past six years he has taught at La Cañada junior high, Pasadena high school and Pasadena city college.

What I'd like to know is

Some questions answered by
HARRY A. FOSDICK
Secretary, Personnel Standards Commission

Military Service

Q. Our district gives salary steps for military service. We have one teacher with a special credential in public safety and driver education, no degree, who is on his third year in the district. He performs all his duties as a regular teacher, but did not get credit for his military service as have other teachers. Is there anything in the Education Code on this?

Ans. Not specifically, except the section which gives governing boards authority to establish salary policies. This section has been interpreted to mean that adopted policies must be applied uniformly to the entire staff. However, it does not prevent governing boards from including provisions which define conditions for granting of certain salary credits or increments.

Many districts specify that military service credit is granted only if the service was rendered after the employee had begun his teaching career. A few recognize military duty only when it occurs while the teacher is employed in that district. There are other types of qualifications to be found in district salary schedules.

For a valid opinion on the case you describe, it would be necessary to have a copy of the district salary policy and, probably, the education and employment record of the teacher involved and of other teachers who have been given credit for their years in military service. The seeming inequity might be consistent with adopted policy.

Have They Helped?

Q. A disgruntled teacher in our county has declared publicly that the CTA has never intervened to assist a teacher in difficulty in this county. Are there any specific instances to refute this claim?

Ans. There are so many instances in your county that it is impossible to relate all of them. Here are a few:

(1) Two teachers, without warning and without statement of cause, were dismissed late in the afternoon of May 15. The Section Ethics Commission made a thorough study, recommended

reinstatement. A new contract was offered to one of the two, the other having notified the board that he had made other plans and did not wish to return.

(2) A board refused to re-employ a teacher who had served seven years in the district. No warning had been given, though board members had been critical of the teacher's work for some time. The board was persuaded to inform the teacher of her alleged deficiencies and give her another year to correct them.

(3) A teacher was accused of writing anonymous letters which had been received by a few other members of the staff. Circumstantial evidence was damning, but the teacher's denials and some other factors raised doubts of his guilt. A CTA representative spent many hours on the case himself, then persuaded the governing board to employ an eminent criminologist to make a thorough scientific investigation. The teacher was completely cleared.

(4) A group of parents accused a teacher of beating a child and demanded his immediate dismissal. A CTA representative appeared at a public board meeting and was instrumental

in quieting the disturbance, getting the parents to return their children to school, and starting the board toward adoption of a sound pupil-discipline policy. The teacher retained his position.

These examples, in addition to other instances of individual assistance, should be sufficient to refute the charge of CTA inactivity in your county. In several cases the dismissed teachers did not want to return to the district but did want their records cleared and the district's procedures modified.

It's not surprising that critics are not aware of these CTA activities. We don't attempt to broadcast the problems of individuals or communities. It is CTA policy to attempt to resolve problems, not to exploit them for public recognition.

Cover Extra Car

Q. I have heard that some automobile insurance companies give a rate reduction when the insurance on two or more automobiles is combined on one policy. Does the CTA automobile insurance plan give this reduction?

Ans. Yes. California Casualty Indemnity Exchange, underwriters of the



"Know why you can't behave in school? Because you're spoiled!"

CTA-approved plan of automobile insurance, gives a 25 per cent reduction on the bodily injury, property damage, and collision coverages for one of the cars under the following conditions: (1) Both cars must be insured on the same policy; (2) There must be no male drivers of the car under 25 years of age; (3) Neither car may be used for business purposes; and (4) The limits of liability on both cars must be the same.

This rate reduction is, of course, in addition to the other reductions already in effect.

Credit for Hurdle

Q. In our district, the summer school courses taken by a teacher are not credited to him on the salary schedule until a year later. Thus the district benefits from the increased knowledge or experience of the teacher, but the teacher is not reimbursed for another year. Does this situation apply to all districts in California? If so, are there legitimate reasons to support this stand?

Ans. There are a number of districts in California where this delayed recognition of professional growth credits occurs. I think there are a larger number where policies have been adopted providing that when the teacher notifies the district that, before school opens in September, he will have completed studies which merit salary recognition, and gives the district this notification prior to a specific date (usually in April or May), his contract will be revised upon proof that the courses have been satisfactorily completed. A transcript of college credits or a written report which justifies travel credits is the proof usually required.

This procedure enables the district to allow for the salary increase in its budget planning, but also gives the teacher immediate salary recognition of the work completed.

So far as I have been able to discover, there are only two reasons for the delay in reassigning staff members on a salary schedule: (1) it saves a trivial amount of clerical work involved in fall evaluation of units and revising of contracts; (2) it saves the district money.

Neither of these reasons give any consideration to staff morale. There was a time when such delay was necessary. District attorneys in several counties ruled that a contract could not

(Continued to Page 31)

A Journal reader writes a letter to the editor about low teachers' salaries and what we should do about them.

DOUBLE OR NOTHING

Editor:

Regarding "Cost of Living and Teaching Salaries" in the February issue: (The final paragraph) should not have been hidden on page 49. It should have been in large type on page 1.

What I am waiting to see, and so is everyone else who is on a salary committee, is a good forthright article in the CTA Journal that stands right up on its hind legs and plugs for a double or nothing "formula" (maximum salary double the minimum salary).

Let's not kid ourselves. The CTA is the most powerful teachers' agency in the country and the CTA Journal is its voice. When school boards and citizen committees know that the CTA is definitely for something, that something is usually forthcoming.

Considering everything, this year is a golden opportunity. Times are good, the White House is behind us (thanks to the Conference), the teacher shortage is really being felt, the newspapers are really with us, and it is an election year, and public apathy seems to be cracking. If we don't get this raise now it will be our own fault. We will never have a better opportunity.

So let's go for the big one now; the one that will put us where we belong. The money will be found somehow. Let's have a good rousing article, with figures, in the Journal . . . an article that will spur us on and that we can show to all school boards. The profession needs it badly. Let California lead the way.

ALLEN PETERS, Red Bluff

Mr. Peters should know that the State Council, at the December 9 meeting, approved the CTA Salary Schedules and Trends committee's recommendation of a formula: "schedule maximums not less than twice the schedule minimums for fully credentialed personnel." The Salary Policy Handbook, recently published by CTA, states salary goals illustrative of this policy.

He should restudy "Paywindows for the Profession" (p. 34) and CTA Research Bulletin No. 86, "Professional Salaries for Teachers." And he will find forceful statements in CTA Journal, though not "in large type on page 1."

If publication of a strongly-worded article in CTA Journal would improve salaries overnight, you would find one in every edition. But unfortunately your Association magazine is not that powerful. You must still reach your objective through combined efforts of local association, local board, and local school administration. Here are two items which might contribute to the discussion:

From "School Boards in Action," AASA's 24th Yearbook, we find this sentence on page 116: "If young people are to become interested in the teaching profession, a fair standard recommends that the maximum salary be at least two and a half times the minimum and that there should be regular increments spaced over a substantial part of the total probable period of employment."

"Teachers for Tomorrow," Bulletin No. 2 of the Fund for the Advancement of Education (December 1955) contains a chart (page 69) labeled "The progress of college men employed five years ago by 100 representative companies." The typical graduates in four fields are listed with two columns of figures (1) average annual starting salary and (2) average annual salary in 1954:

Field	(1)	(2)
Engineering	\$3,240	\$6,156
Accounting	2,928	5,808
Sales	3,048	6,564
General Business Training.....	2,856	5,724
Average, all fields.....	3,060	6,096

This compares with a table on the same page showing median salaries for public school teachers in 80 large cities as: B.A. degree \$3115-\$5190; M.A. degree \$3400-\$5400; average annual increment: \$148 for B.A., \$150 for M.A.; average number of years to reach maximum: 13.7 for B.A., 14.3 for M.A.

Engineers, accountants, salesmen, and others in the business world double their starting salaries after five years of service. Teachers, who must have at least comparable college education, have not yet reached that goal after thirteen years of service. We agree, Mr. Peters, that something should be done about it. We wish you—and all like you—lots of luck.

JWM

CALIFORNIA'S second State Superintendent of Public Instruction was Paul Kinsey Hubbs, who may be described as a man of many parts. In a life that spanned seventy-four years he had been a farmer, store clerk, bookkeeper, cashier, comptroller, textile manufacturer, diplomat, stock broker, legislator, and lawyer as well as an office-holder. He was a man of broad personality and varied interests.

Paul K. Hubbs was born near Woodston, Salem County, New Jersey, March 27, 1800. He was educated in Philadelphia. His schooling was interrupted in favor of work on his father's farm. Leaving this, he returned to Philadelphia and was employed as a clerk in a dry goods store. Later he read law in the office of Judge Kinsey, after whom he was named. He became a bookkeeper and cashier and by 1826 was a partner in the stock exchange. In 1827 he erected the first calico print works in Philadelphia.

In 1833 he entered the foreign service and was abroad for five years, serving during part of that time as consul at Lyons, France. Returning to the United States, he practiced law in Philadelphia. In 1840 he was commissioned a colonel in the 3rd regiment of Pennsylvania volunteers. In 1846 he was elected controller of the public schools of Philadelphia County, a position which he resigned in 1849 when he sailed for California on the *Susan G. Owens*. He arrived in San Francisco on October 12.

Early Years in California

Within two weeks of his landing in San Francisco Hubbs became an active participant in political affairs. On October 27 he attended a meeting at Portsmouth Square looking to the formation of a Democratic Party in California. This was not at all unexpected when it is considered that he had been sent to Europe by President Jackson, and in 1846 had been offered an appointment by President Polk as consul at San Francisco. Hubbs appears not to have tarried long in the bay area. Early in 1850 he was elected a justice of the peace in Tuolumne County. In this county he settled near Table Mountain and discovered the famous Raw Hide Mine. Hubbs never mined himself but was what was known as a merchant miner. In 1851 he was elected state senator and represented his county in the third and fourth legislative sessions in 1852 and 1853 respectively.

(Continued to Page 22)

Man of Many Parts

Peter Thomas Conmy

Paul K. Hubbs, our second superintendent of public instruction, started teacher institutes and recommended a.d.a.



Man of broad personality and varied interests—but not an educator—was Paul Kinsey Hubbs, who served as California's Superintendent of Public Instruction from 1854 to 1857.



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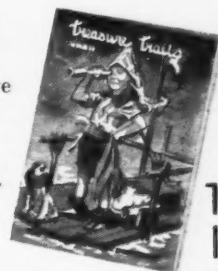
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STATE NEWS (Continued from page 7)

PEOPLE AND PLACES

BOB HUGHES, teacher at Richmond union high school, won a medal from the national camera club of the Netherlands when four of his color slides were accepted for international exhibit. **WILLIE VAN DAM**, pretty Holland exchange teacher, awarded the medal on behalf of her country • **VIERLING KERSEY** (p. 27, September 1955 *CTA Journal*) will be 1956 chairman of state-wide observance of **PUBLIC SCHOOLS WEEK**, set for April 23-27. CTA is preparing kits which will help local associations and districts to plan activities • Los Angeles **HERALD-EXPRESS** has published a series of articles and editorials paying high tribute to teachers and schools • Every organization in Fresno county will be asked to send two delegates to Fresno County Conference on **PUBLIC SCHOOL EDUCATION**, to be held April 28 at Fresno high school . . . 2000 expected • CTA's Commission on Educational Policy is working on a statement regarding methods of teaching gifted children in the public schools. Its policy statement, "We Hold These Truths" (pp. 20-21, January *CTA Journal*), is now ready for distribution in attractive booklet form and placard suitable for framing • **SAN BERNARDINO** uses group conferences for parents which was described in NSPRA's "It Starts in the Classroom" newsletter for February • **VALLEY OF THE MOON** Teachers Association, Sonoma county, invited 18 exchange teachers of the Bay

Area on a weekend outing which included tour, dinner, and barn-dance . . . excellent example of friendly international relations • **GUY JAGGARD**, teacher at Bakersfield College and former chairman of CTA's Salary Committee, is planning to retire at the close of **FIFTY YEARS** of teaching. One of his colleagues in the history field sent him a letter written by a teacher in 1852 referring to his "blessed liberation from the arduous and thankless calling of pedagogy." Guy observes that "it brings a grin of satisfaction that I could enjoy the game even yet" • Five UCLA students, majoring in theatre arts, have completed a unique course of instruction at Paramount Pictures studios in Hollywood. The 16-week course used a picture in production for laboratory work and department heads talked to the class on every phase of movie production • CTA membership total as of January 31 was 72,404 (as compared with a December 31 figure of 53,969). NEA enrollment for 1955-56 stood at 38,574 on January 31 (compared with 28,949 the same date last year) • **MABEL N. PERRYMAN**, who joined the CTA state staff January 23 as news representative and public relations counsel, arranged for a series of television feature programs and news spots February 15, 16 and 17 on KPIX-TV and KEAR-TV, San Francisco. Feature was Columbia school restoration project, using officers of San Francisco CTA chapter • Community leaders of **SAN DIEGO** will be honored again this year at a dinner meeting, co-sponsored by the San Diego Teachers' Association and the Administrators' Club, evening of March 13, at San Diego's Lafayette Hotel.

RETIREMENT . . .

(Continued from page 9)

Adequate retirement comes high! However, these contributions are not nearly so great as the amounts that would have to be used to purchase annuities or securities which would guarantee an equivalent income after retiring. The new retirement law means more money for teachers, not less. The fact that the district's contribution of three per cent of the certificated payroll is less than the teacher's deductions of 9 to 13 per cent, does not mean that the teachers are paying for most of their own retirement. The State will continue to put millions of dollars into the Teachers' Retirement System for the payment of benefits and the costs of operation. Nevertheless, many teachers will wonder what kind of raise will be necessary if they are to have as much to spend on groceries and extension courses next year as this.

If the man in the second example, the one getting \$3800, were to advance on the salary schedule by an increment of \$150, he would have to pay a retirement contribution of 9.53 per cent on this additional salary. This

would amount to \$14.30, so that his entire deduction for 1956-1957 would be \$376.44 or \$86.16 more than his 1954-1955 contribution. It is unlikely that this additional money would come within the Income Tax exemptions of the average teacher. If not, the withholding deduction for this tax would be about \$27 on the \$150 raise. So the total increase in deductions would amount to \$113.16, leaving an increase in take-home pay of \$36.84.

Because of variations in Income Tax, and because of variations in retirement contributions with age and sex, it is not possible for a blanket salary increase to exactly offset increased deductions. However, it is true that, on the average, a salary increase of about three per cent would be necessary to prevent a decrease in the amount of money teachers will get next year after deductions.

How About Salaries?

Should teachers receive such an increase? There is no doubt but that teachers deserve higher salaries than they are now receiving. There is also no doubt that higher salaries must be paid if economic conditions necessary to insure an adequate supply of teachers for our schools are to be created. But the fact that retirement will cost

money is not an argument in favor of higher salaries. If increased deductions cause a salary crisis in any district, this merely proves that salaries are too low in that district. They should be raised even if there were no change in retirement contributions. They should be raised even though the district will be paying part of the cost of the increased retirement benefits the teachers are getting.

But it must not be forgotten that retirement is not causing a salary decrease. Money that is deducted for this purpose is not permanently lost to the teacher. If it were not for the retirement system, teachers would have to set aside even larger amounts for their old age — or else face the prospect of being a burden on their children or on public charity. The additional cost to the districts is a legitimate burden on the taxpayer and should not be considered as a substitute for needed salary adjustments. But these must be justified on other grounds than the fact that teachers will have to pay for their improved retirement program. Such an argument will receive a very cool reception from a public that is also helping to pay for this program.

—GARFORD G. GORDON
CTA Asst. Research Director



Developed as a public service by the Aetna Casualty and Surety Company, the Drivotrainer brings "behind-the-wheel" training into the classroom. Using the instruments and controls of real cars, students learn to meet varying driving problems shown on a motion picture screen at the front of the classroom.

Los Angeles Study indicates Aetna Drivotrainer makes possible . . .

"Behind-the-wheel" training for 50% more students with no increase in teaching staff

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Now, a carefully controlled research study by the Los Angeles City School Safety Section indicates that the Aetna Drivotrainer reduces costs as much as \$11.65 per pupil and has additional advantages as well.

Two comparable groups of high school students were used in the study. Briefly, here are the major findings:

1 The Aetna Drivotrainer cuts on-the-road training time 50%

Students in the experimental, or Drivotrainer group received only three hours of on-the-road instruction as against six hours for the control group students. Yet, the two groups showed practically the same progress in driving skill and knowledge.

2 The Aetna Drivotrainer sharply reduces teacher-hours per pupil

By conventional, car-only methods, 4 teachers in Los Angeles could instruct 560 students per year. With a

15-place Drivotrainer, these same 4 teachers could train 840 students — a gain of 50%.

3 The Aetna Drivotrainer produces significant improvement in good attitudes

In the Los Angeles Study, Drivotrainer students showed definitely greater progress than the control students in the development of good driving attitudes, as measured by the *Siebrecht Attitude Scale*.

4 The Aetna Drivotrainer safely provides experience in meeting driving emergencies

Through films, the Aetna Drivotrainer confronts students with a wide variety of emergency situations — permits them to gain skill and experience with no danger of being involved in serious accidents.

5 The Aetna Drivotrainer wins student praise

From replies to a questionnaire completed by 113 pupils in the experimental group, it was learned that . . .

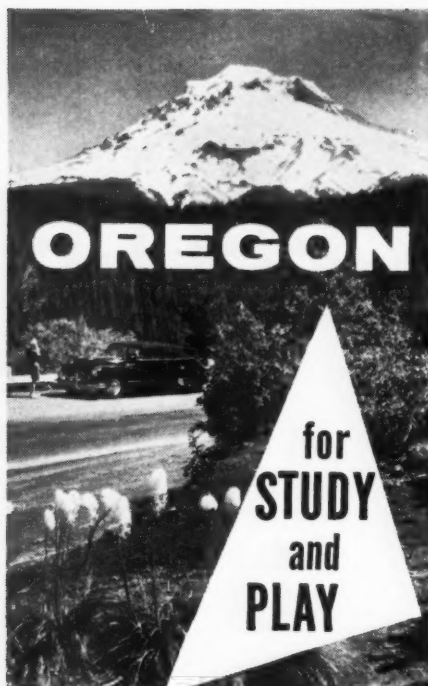
- a) 97% say the Drivotrainer definitely helped them learn to drive.
- b) 95% believe that the Drivotrainer helped to prepare them for on-the-road situations.
- c) 96% would recommend the Drivotrainer course to their friends and classmates.

For a Condensed Report on the Los Angeles Study and additional information on the Drivotrainer, write: Public Education Department CTA-1, Aetna Casualty and Surety Company, Hartford 15, Conn.



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MAN OF MANY PARTS . . .

(Continued from Page 19)

In 1852 (his first session) he collaborated with State Superintendent Marvin, John C. Pelton and Frank Soule in revising the school law. This revision was enacted by the legislature. At this same session, typical of the Pennsylvania attitude against cheap labor, Hubbs introduced a bill aimed to prohibit coolie labor and involuntary servitude in the mines. This failed to pass.

At the 1853 session he supported strongly a recommendation of Governor Bigler to extend the waterfront of San Francisco six hundred feet by filling in the bay to that extent. This was very unpopular in San Francisco and lost by indefinite postponement. On June 21 of this same year Hubbs was nominated by the Democratic State Convention for State Superintendent of Public Instruction and on September 7 was elected, receiving 41,557 as against 35,465 for his Whig opponent, Sherman Day.

Superintendent From 1854 to 1857

Hubbs began his term of office on January 1, 1854. This was a very difficult period in the educational history of California. The economic stability of the state was threatened. As the gold fields in the beds of the rivers became exhausted, miners drifted to San Francisco only to become unemployed. Banks failed. This depressed state of affairs made economy necessary. In addition, there was a lack of enthusiasm in support of tax measures designed to bring money to the public school fund, because of the resentment, on the part of many, that a portion of that fund found its way into sectarian schools. The situation was not good. Before his term expired, however, support of the schools had increased.

One of Hubbs' first duties as state superintendent was the filing of the annual report. This, of course, covered the previous year, which was in Marvin's term. With two exceptions this report may be classified as a routine summary. In line with his financial background, Hubbs devoted a considerable amount of space to the sale of lands reserved for school purposes. He recommended that the money to be received from the sale of the 16th and 36th township sections should be reserved for local school use. He recommended, also, that the school fund be apportioned on the basis of average daily attendance instead of the number of school census children enrolled. This

progressive recommendation, repeated in his subsequent reports, was not adopted until 1905, fifty years later.

At the 1854 legislative session Hubbs supported the Ashley Bill, which provided for a revised school law, and the repeal of the provisions permitting denominational schools a share of the school fund. This bill failed to pass, but in another enactment it was established that 15 per cent of the poll tax should be paid into the school fund.

Professional Institutes

Perhaps the greatest contribution made by Hubbs to the teaching profession in California was the holding of two teachers' institutes during his term. At the present time when the scientific study of education is pursued on the graduate level, and when teachers are trained in well organized institutions the need for an institute is not as apparent as in earlier years. A century ago, however, a convocation of teachers for the purpose of discussing their problems and affording them enlightenment on methods and techniques was truly as inspiring as it was necessary. The Revised School Law in 1852 provided for teachers' conventions, but Superintendent Marvin had failed to call one. Hubbs, however, exercised the prerogative which the law gave him and called the first teachers' convention in California. This met in San Francisco, December 26 to 28, 1854.

The First Teachers' Convention

This was a success both from the number attending (one hundred) and the type of program. The principal address was made by Edwin D. Baker, one of the greatest orators in California and who himself had been a teacher in Illinois. He is well remembered for his funeral oration over Senator Broderick. With this fine opening the remaining sessions featured active professional teachers as participants.

The program can be classified as progressive and timely for its day. Mr. Buffington of San Jose and Mr. Gates of Stockton spoke on a state system of textbooks; John Swett, on elocution; Joseph C. Morrill, principal of the Parental School, on unclassified schools; Sherman Day, president of the San Francisco Board of Education, on the teacher in the community; and Mayor Webb, on the need for gymnastics and music in the curriculum.

Several teachers read papers on the management of primary schools and

Mr. Wells of Sacramento on the general management of schools. This convention was not only a listening one; it was a doing one as well. This is exemplified by the adoption of a motion by John S. Hittell memorializing the legislature to provide for school libraries, and another calling for appointment of a committee to report on state textbooks. From what has been said it will be seen that this first state teachers' meeting followed the highest professional thought of the day, and probably was Hubbs' greatest contribution to the California public school system.

Second Teachers' Convention

The success of the first state teachers' convention led Hubbs to call a second which met in Benicia on August 12, 1856. This was not as successful as the earlier one. Only sixty were in attendance. There were discussions of reading the Bible in the schools, corporal punishment, course of studies and the place of females as teachers.

On Jan. 15, 1855 and Jan. 17, 1856, Hubbs submitted his annual reports to the legislature. These show that school enrollment was increasing gradually throughout the state. They indicate, also, that school support was considered inadequate. In 1855 he recommended the establishment of an industrial school to which juvenile offenders who were being sent to state prison might be committed. In 1856 he urged that \$100,000 in bonds be issued as a direct appropriation to the school fund; that state money be apportioned on the basis of average daily attendance; that the office of county superintendent of schools be abolished, and that school districts deal directly with the State Superintendent of Public Instruction.

On the matter of state aid to sectarian schools, Hubbs differed from the position taken by his predecessor, John G. Marvin. In 1855 he supported strongly the Ashley Bill which abolished the provisions permitting the ward schools a share of the state fund. In 1856 he commented on this in definite language, saying in part:

They (the public schools) are not the places, however, nor is the bigot to any creed whatever the teacher that should take part in the common school system. The Jew and Gentile, Turk and Christian, meet here on common ground; to enlighten the individual, to elevate morals, to correct the temper and to form the manner of the youth for future usefulness as citizens of the republic.

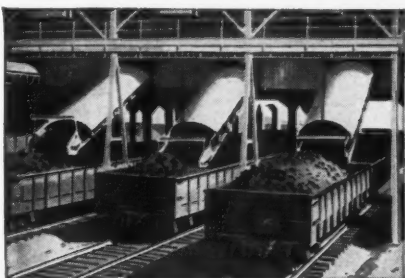
In the same report Hubbs expressed his philosophy of the public school, namely that of preparation for active, enlightened citizenship.

FROM Coal to Cosmetics

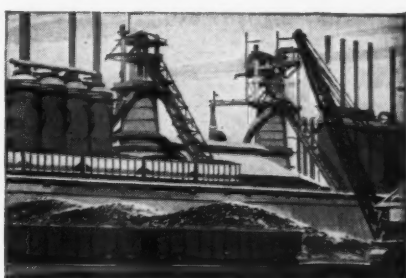


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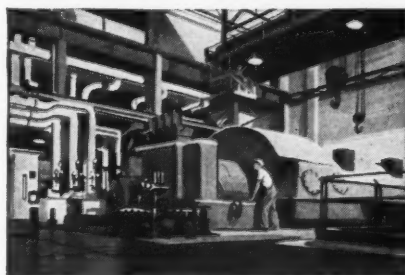
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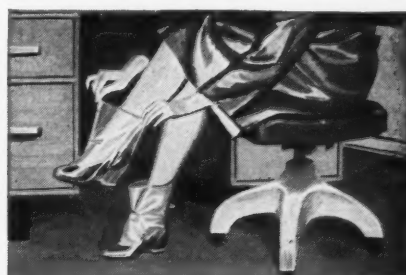
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Whatever diversity of opinion prevail among political parties in respect to other affairs of government, the common school platform has been found broad enough for all to stand upon, that desire to be sustained by the popular will. All agree, that upon this mainly depends the future hopes of our beloved country—in sustaining the great principle, that the people are capable of self-government.

Private School Aid

There was a certain inconsistency in the position taken by Hubbs in respect to state aid for denominational schools. Reference already has been made to the firm language which, in his 1856 report, he employed in condemning the idea.

In this same writing, however, and as a matter of fact in the closing paragraph on the subject, he called attention to the fact that the denominations were doing an excellent job on the college level and should receive state assistance.

Retirement and Later Years

At the Democratic Convention held in Sacramento on September 9, 1856, Andrew J. Moulder, a friend of Hubbs and with his support, was nominated for State Superintendent of Public Instruction and at the subsequent election held November 4, elected for the term

beginning on January 1, 1857. In the election of Moulder the California public school system for the first time was headed by a professional educator.

Following the expiration of his term, Hubbs settled in Vallejo, where he practiced law. In 1859 he moved to Washington Territory where he served several terms on the territorial council. In 1865 he returned to Vallejo and again resumed the practice of law. In apparent good health, he died suddenly on November 19, 1874, just four months and eight days short of his seventy-fifth birthday.

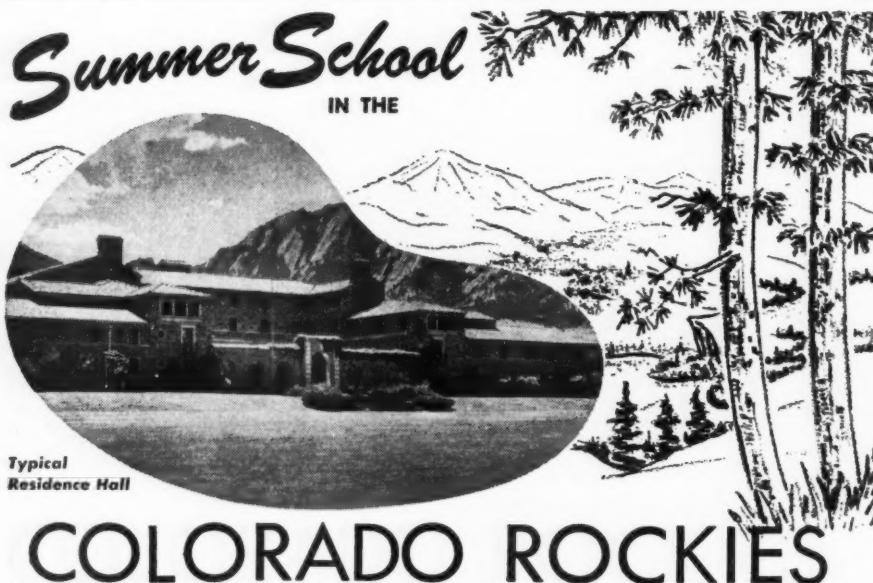
Although not a professional schoolman, Hubbs possessed an alert mind and an interest in educational problems. He brought to the office of State Superintendent of Public Instruction, experience as a lawyer, businessman, and diplomat and the benefits of European residence and travel. Although his contributions to California education were not spectacular, he did make a good superintendent. His greatest contributions appear to have been twofold, (1) the state teachers' institutes and (2) his recommendation that average daily attendance be made the basis for apportionment.

DEDICATION OF SOUTHERN SECTION BLDG. PLANNED

With staff moving day set for early March, CTA Southern Section will soon make its permanent address 1125 West Sixth Street, Los Angeles. The contractor has nearly completed work on the beautiful new \$1,500,000 headquarters building at Sixth and Bixel.

Mary Virginia Morris, former Section president and former president of National Classroom Teachers Department, is chairman of a committee making plans for a dedication ceremony to be held at the new headquarters. Announcement of date and program is expected before the end of the school year.

First annual PUBLIC RELATIONS CONFERENCE is being planned by CTA-SS to be held April 6 at Hotel Statler, Los Angeles. Teamsters-Green Cross SAFETY CRUSADE acknowledged an error in announcement of winners in the teachers' essay contest (page 7 February CTA Journal). LEONARD MALEY, listed as fifth place winner, was found to be a senior at Thomas Downey high school, Modesto, and was moved to first place winner in the student division. AUBREY HAAN, San Francisco State College, became fifth place winner in the teachers' division. "We work together to build our profession" is the title of a feature in SDTA Bulletin which describes the cooperative work of San Diego teachers and personnel of San Diego State College. Authors were Margaret Darroch, president of SD County TA, and Dr. James Linley, SDCTA representative from the college.



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1956 SUMMER SESSION...

TWO 5-WEEK TERMS: June 18-July 20; July 24-August 25

Registration: First Term, June 15-16; Second Term, July 23

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A variety of workshops and conferences will supplement the regular academic program of the 1956 Summer Session. These include the Curriculum and Instruction Workshop which will be offered in three separate sections: June 18-July 20 (5 hours credit); July 2-August 10 (6 hours credit); July 23-August 10 (3 hours credit), each workshop offering opportunity for special study in such fields as curriculum, administration and supervision, guidance, evaluation, arts and crafts, etc.

Other workshops will include the Junior College Workshop (June 18-July 20—3 hrs. credit) concerned with special interests and needs of junior college teachers.

Where and How of Travel

U.S. citizens may bring home, duty-free, articles purchased abroad totaling not over \$500 in value. You must have a smallpox vaccination certificate with you before you can re-enter the U.S. The Eiffel Tower contains 15,000 steel beams and has a restaurant on the 190-foot level. The Leaning Tower of Pisa is 179 feet high and leans 16½ feet.

Who can go abroad without knowing all this—or, going without knowing it, dare return without such information at his fingertips? Certainly, no member of the teaching profession—inveterate seekers-after-information that they are!

Once the big decision is made—to go or not to go—the next thing to be done is decide **where** and **how**. Shall it be a hiking expedition in the Sierras, a cruise to Hawaii, or a flight over the Atlantic in this modern day's magic flying carpet—a giant stratocruiser? There are trips tailored to every taste.

Near-Home Vacation

Some of us will stay within the confines of the United States—and with a big, wonderful country such as ours, "confines" hardly seems the proper word; some will have a magic summer without leaving California. (All the world comes here—why do we ever leave it?)

Just down the peninsula from San Francisco lies Pescadero, beautiful and historic beach. Here you will find the Art Ranch, operating as the Pescadero Summer School of Art. Owned by Dr. Marques E. Reitzel, head of the art department at San Jose State, the Art Ranch has classes suitable for beginners in the art world. There are 2, 4 or 6-week sessions between June 17 and September 3. Classes operate seven days a week in outdoor painting, with instruction by 6 or 8 famous artist-teachers. Board, room and tuition is \$79 a week, with registration requested in consecutive weeks.

Wampler Trail Trips, known to many CTA members, offer unique vacation-time experiences in the high Sierras of California or the Grand Canyon in Arizona. The Muir Trail Trip in the Sierras takes you into one of the finest mountain regions in the world. Fisher-

men and Artists' Special is scheduled and routed especially for fishermen and artists. For descriptive folders on the numerous, colorful trips, write Joseph Wampler, Box 45, Berkeley.

Latin America Beckons

If you would read an interesting and informative magazine on South America, prior to a gay visit there, send 25c and your name and address to the Publications Division of the Pan American Union, Washington 6, D.C., and tell them you want the 1956 January Travel Issue. The magazine describes the economic side of South American travel, gives you a Congressman's eye-

(Continued to Page 28)



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CERTIFICATION

Revision of Credentials Is Major Study

TEACHERS are vitally concerned with California's program for professional certification. Because of this concern they are being asked to help in a statewide study of the credentialing program now under the leadership of the State Committee on Revision of the Credential Structure of California. The committee and its purposes were described in the October issue of the *CTA Journal*.

To assist the state committee, CTA's Commission on Teacher Education is appealing to teachers, supervisors and administrators to speak up on credential matters—to inform the committee of problems as seen by members of the profession. How can California's credentialing program be made to realize the common purpose of education in this state? Are some types of credentials outmoded? Can the number of types of credentials be reduced to relatively few? Can credentials certify competence? Are life diplomas justified? These are only a few of many problems related to professional credentialing.

Local Associations Aid

In January local teachers' associations throughout the state received a questionnaire from the Commission on Teacher Education requesting replies to questions similar to the following:

1. What purposes do teachers believe credentials should serve?
2. What difficulties do teachers encounter with California's present credential program?
3. What suggestions do teachers have for improving the credentialing structure?

The Commission plans to summarize the statements sent in reply to its questionnaire and results will be presented to the State Committee on Revision of Credential Structure. CTA Section TEPS Committees are also planning to prepare statements on the above questions.

Teachers who do not have an opportunity to participate with local or section groups studying credential problems are urged by the Commission to prepare their own answers to these questions and transmit them to the Commission. (Communications should be directed to the Commission on Teacher Education, 693 Sutter Street, San Francisco 2. A progress report on the preliminary work of the Committee on Revision of Credential Structure is available.)

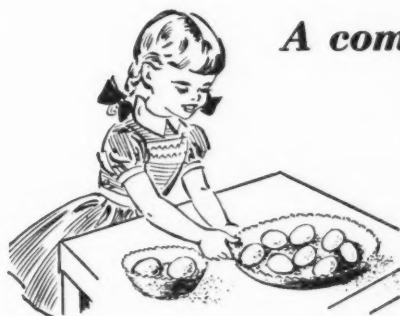
Revision Committee Seeks Answers

To date the state revision committee has sought answers from members of the State Department of Education, city, district and county superintendents, school board leaders, junior college administrators and teacher educators. Many additional groups are to be invited to participate either through consultation or through the preparation of a statement to the committee.

Some differences have been identified among the points of view presented by several groups with whom conferences have been held. It has been reasonably established that certification is not serving several of the purposes which the profession and the public expect it to serve. The Committee has noted an overlapping of functions between credentialing processes and accreditation and recognizes the related problems faced by teacher educators. The problems of credentialing and local administrative responsibilities for employment of qualified personnel are also receiving committee attention.

The Committee believes that any real improvement of the credentialing structure and processes can come only through the efforts of all professional groups in the state. There is need for the various groups concerned with credentials to examine and reconcile their points of view. Revisions, the Committee suggests, will affect all professional organizations and individuals.

—CHARLES E. HAMILTON
Secretary, CTA Commission
on Teacher Education



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For teachers — An interleaved spiral-bound edition places each page of the Teachers Guide opposite the workbook page to which it applies. More help is found in the accompanying professional book *Teaching Arithmetic in Grades I and II*, by Hollister and Gunderson.

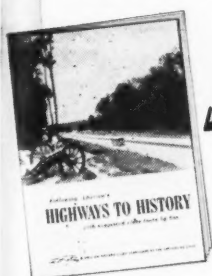
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TRAVEL . . .

(Continued from Page 25)

view of a South American junket, and tells where and how to find the authentic and best products in each of the 20 Latin American countries.

S.T.O.P. Tours in Berkeley sent us a recipe that has us thinking hard: take a young girl, add a mixture of waving palms, tropical blossoms, murmuring surf, and season to taste with exceptional courses offered by University of Hawaii, mix well with Hawaiian hospitality and bake to a golden brown on the beach at Waikiki. Now, I ask you!

Among agencies offering trips to Hawaii are J. D. Howard, S.T.O.P., S.I.T.A. in San Francisco, and Kamaaina Hawaii Tours in San Jose. J. D. Howard, of Oakland, is a native son of Hawaii. His tours have been known to many CTA members for a number of years, and are always popular.

Variety On This List

S.I.T.A. particularly stresses "travel for the young of all ages" and offers Adventure, Crossroads, Odyssey and Study Tours to the Orient, Pacific and Around the World. They have so many attractive folders it's hard to decide

which one should be mentioned here. Just write and tell them what you have in mind. Let them send you the folder which comes closest to your specifications. They're at 323 Geary Street, San Francisco.

Now, who could resist a tour which claims to be filled with romance and adventure? Miss Etta Mae Grove makes this bold promise and additionally, says she'll take you through Europe "the lazy way" — in the armchair of your private motor coach. Sixty days, fifteen countries—all yours, for \$1,421, according to her folder. Write her at 214-C E. Lomita, Glendale.

Seventy days of travel through Europe by escorted motor coach for \$1,879, is offered by the Richmond Travel Bureau. Mary Warrenburg, librarian at Harry Ellis J.H.S., is your tour manager. Write them in Richmond for their detailed itinerary.

If you haven't seventy days, or even sixty, there's another motor coach tour through Europe, lasting only fifty days. Marion G. Renshaw, of Montebello, offers this, for \$1,197.

S.I.T.A. (again!) comes up with one even shorter—41 to 50 days, and Dr. D. Sterling Wheelwright says his Music and Art Tour takes 49 days. Incidentally, Dr. Wheelwright is at San Francisco State College, not San Francisco University, as we said last month. You can earn up to six units of college credit on his tour. Another one with college credit is that of Dr. C. Milo Connick, of Whittier College. His takes 45 days, costs \$1,595.

To Fit the Pocketbook

World Travel Bureau, in Santa Ana, offers a number of tours, with or without college credit. Prices range from \$1,495 to \$2,495, with their African tour the most expensive.

And don't forget the CTA-sponsored tour to Alaska, following the NEA Convention in Portland this July, or the NEA Hawaiian tour being led by Dr. and Mrs. Rex Turner. All information on NEA tours can be obtained from Division of Travel Service at NEA in Washington.

The Colosseum at Rome was begun in 72 A.D., finished in 79 or 80. There are authentic "singing sands" in Hawaii, Africa, and Chile. The CHRIST OF THE ANDES statue was cast from old Spanish cannon, and stands at an altitude of 13,780 feet. You apply for passports at your nearest Passport Bureau or Clerk of Federal Court. Use your discount plan to buy your luggage . . . and don't forget to stop the milk and newspaper before you go.

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Promoting the Teaching Profession

Armas M. Salmu

RECENT California legislation has given the field of education professional status similar to that of the medical and legal profession. The Dilworth, CTA-sponsored, tenure bill will permit courts to accept as evidence findings of educator panels in dismissal cases involving competency or fitness.

The Better the Tools the Better the Teacher



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As a profession policing its own activities, the California Teachers Association, especially at the city and county levels, must set up procedure to enhance self-discipline and a greater feeling of pride in and a sense of responsibility and loyalty to the profession.

Needless to say, many local associations affiliated with the CTA have been and are currently active in meeting the high standards of professional competence. Among many, the Santa Cruz City Teachers' Association has taken positive action during the past years in developing procedure for evaluating professional competence of teachers in the system.

The fact that the teachers took the initiative is important. It reveals the desire of teachers to invite evaluation and to acknowledge that even tenure teachers are not infallible. This singular aspect of local professional attitude should do a great deal toward the development of community confidence and respect in the integrity and professional demeanor of the Santa Cruz City teachers.

The development of an effective procedure for evaluation was spearheaded by the professional relations committee of the Santa Cruz City Teachers Association and was developed in cooperation with administrators and the board of education.

After many months of deliberation the committee prepared a form, *The Principal's Evaluation Report*. The new evaluation report eliminated generalities relating to teacher competence which existed in previous evaluation forms used in the system. The new report is so constructed as to furnish specific and concrete information on teacher performance, information which is to be included as a permanent part of the teacher's professional folder on file in the superintendent's office.

New Forms Developed

The new procedure, composed of three parts—the guide sheet, summary, and the principal's comments—is comprehensive. On the guide sheet the six

Mr. Salmu teaches ninth grade language arts and geography at Mission Hill junior high school in Santa Cruz and is a member of the executive committee of the Santa Cruz Teachers' Association.

general areas in which the teacher is evaluated are explained in detail. The six areas are:

- 1—The Teacher as a Person.
- 2—Relationship with Pupils.
- 3—Skill as an Instructor.
- 4—Room Management and Routine.
- 5—Relationship with Staff and Administration.

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6—Parent, Community, and Professional Relationships.

For example, number 2 above, Relationship with Pupils, is qualified as follows on the guide sheet.

ATTITUDE: Is approachable, friendly, sympathetic, kind, patient, yet firm. Shows respect for the personal worth of all children, regardless of their economic, racial, cultural, or academic status. Interested in the all-around development of pupils.

PUPIL CONTROL: Pupils at ease but controlled; show a general spirit of harmony and happiness; show friend-

liness and respect for teacher; are prompt, orderly, and industrious.

UNDERSTANDING: Seeks to find reasons for behavior; develops knowledge of each pupil's background as far as possible; enlists help of professional staff; shows genuine concern for problems of children and effort to improve pupil adjustments; deals with "problem" child as a person to be helped rather than as a culprit to be punished.

The principal is required to rate probationary teachers at the end of the first and third quarters in the six areas on a rating scale of outstanding,

competent, needs improvement, and inadequate.

Help Beginning Teacher

The principal's comments are pertinent because they establish a consecutive semi-annual record of a probationary teacher's professional competence. On this part of the form, the principal is required to answer yes or no on the following points:

1—First Year Probationary and Emergency Credential Teachers: Do you recommend the reappointment of this teacher?

2—Second Year Probationary Teachers: Do you recommend his reappointment? Are you prepared to recommend him as a likely candidate for permanency on the basis of present information?

3—Third Year Probationary Teachers: Do you recommend the placement of this teacher on the permanent list?

4—Probationary and Permanent Teachers Falling Below Standards: (The following statement above the principal's signature) I have visited this teacher's classes on the following dates and afterward conferred with the teacher. (Comments on principal's observation and conference.)

As one can observe, the procedure promotes fairness and a certain amount of objectivity in evaluation of teachers. Furthermore, before contract renewal time or the year of the tenure contract, the procedure permits the teacher to learn reasonably well whether or not he can expect tenure or renewal of his contract. Also, if pre-tenure years reveal inadequate performance in a few or many areas, the procedure and report provides information upon which improvement and on-the-job training can be based.

The procedure developed by the professional relations committee was submitted to the superintendent and principals for discussion. Suggestions submitted by this group were incorporated in the procedure and report which was then submitted to the Santa Cruz City Teachers Association for a vote. Of the ballots cast by the teachers, 106 approved use of the new evaluation procedure. Also, 106 approved use of the procedure for evaluating probationary teachers, while 67 approved the use of the procedure for evaluating permanent teachers falling below standards. Only 48 ballots approved use of the report for all permanent teachers; 14 ballots disapproved the procedure in its entirety.

During a school board meeting last

Special Announcement To All Teachers

The world-famous **ENCYCLOPEDIA AMERICANA** in 30 great volumes believes that you would be interested in substantially increasing your personal income during your spare time, holidays and summer vacations by participating in a new nation-wide education program under the direction of the Parent and Teacher Division of the Encyclopedia Americana. This program meets the requirements of the Personnel Standards Commission of the C.T.A.

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For a sample of the Teacher's Agreement and complete information write to the address listed below.

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summer, the board of education adopted the procedure for use in the Santa Cruz City School system.

Understanding Demonstrated

The ballots cast reveal staff understanding of the aid which a good evaluation program can contribute toward the improvement and success of each teacher. Santa Cruz teachers believe that semi-annual appraisal by their principals will give them a clarified picture of what is expected and assure them an opportunity to identify and correct weaknesses.

Teachers also realized, however, that regular evaluation enables administrators to collect a rather comprehensive file on both probationary and permanent teachers who are falling down on the job. Obviously this file can be used as competent evidence in dismissal proceedings.

Approval of the program despite this awareness is based on realization that effective dismissal of those actually incompetent is necessary to promote public confidence in the local teaching staff. To deserve the security of California's tenure laws, and to protect the children's right to be taught by competent teachers, the profession itself must lead the movement to keep its own house clean lest outside elements attempt ill-considered and drastic steps to do the job.

The Santa Cruz teachers operated on the principle that good supervision and evaluation will make dismissal unnecessary in most cases. Where separation would best serve the children and the profession, careful evaluation procedures followed through the years will make the decision valid and the process orderly.

WHAT I'D LIKE TO KNOW

(Continued from Page 17)

be revised to grant higher salary when the employee had already accepted employment and contracted to serve at the lower figure. This factor was eliminated when the CTA successfully sponsored legislation enabling districts to increase salaries during the school year provided the board had reserved the right to do so by adoption of a resolution or by the wording of the contract.

Incorporation of provisions such as I have described in a district salary policy meets this legal requirement. A proposal from your teachers' association that the board adopt this change of policy would be a reasonable request.

CCPT Studies Migrant Child

The California Congress of Parents and Teachers has demonstrated the organization's continued interest in the migrant child by again allocating \$2700 to provide 12 scholarships designed to form the nucleus for a summer course at Fresno State College this year.

The course, which will comprise six weeks of study, is titled "Problems of

the Mobile Child in California" and is designed for teachers of these children.

Announcement of plans for the distribution of scholarships was made at the January Board of Managers meeting by Mrs. Harvey S. Dye of Whittier. Mrs. Dye heads a committee of the CCPT which has been studying this field for the past two years. Similar scholarships were granted successfully last year.



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SKIING IN SCHOOL

Wayne Dean



Gene Kinwood

DRY LAND PRACTICE introduces children to their skis. After a few sessions of conditioning, these lucky students at Big Bear Lake can develop their skills on snowy slopes. Advanced students can use tows and compete in scheduled meets.

FOR the past three years Big Bear Lake elementary school has provided a constantly expanding program of ski instruction.

Superintendent William J. Wynn was quick to see the advantages of winter sports instruction as a part of the school program. Winter weather does not permit the usual physical education program, since our school plant does not, as yet, have a gymnasium for indoor activities. Skiing has become a part of our physical education program.

Community Support

This year our ski program has become a real community project. The Ski Tow Operators Association, ski instructors, The Big Bear Lake Winter Club, The Chamber of Commerce, the schools, and the parents of Bear Valley's children are working to make the program the best yet.

The Ski Tow Operators' Association has provided free use of their facilities

Mr. Dean teaches the third grade and directs the ski program at Big Bear Lake elementary school. He is also a professional ski instructor and has been a life-guard at Long Beach for the last eight seasons. His four-year-old daughter and his 58-year-old father-in-law have been skiing for two years and he observes that "skiing is a disease, not a sport."

on week-days. Local children are also able to ski on week-ends at reduced rates.

The ski instructors have agreed to help with classes at their areas.

The Big Bear Lake Winter Club organized a "Ski Rummage Sale," so that equipment which had been outgrown could be exchanged or sold.

The school provides instructors and transportation to and from ski classes. The school also has a limited amount of ski equipment which it lends to children who could not otherwise participate in the program.

A Safe Start

A series of dry-land lessons at school initiates the program. Here, we check equipment for safety, give conditioning exercises, and provide instruction in basic ski maneuvers. We stress games and enjoyment rather than formal instruction.

Big Bear Valley has Moonridge, the only ski area in the west which makes artificial snow. This year our snow classes were begun in November, using their novel ski facilities.

With the mountains covered with snow our skiing days really begin. The school's program runs Monday through Thursday after school. The program

is free and all children are urged to participate.

They Work Together

Classes are arranged so that pupils of like ability and maturity ski together. On Mondays pupils from the first to fifth grades ski together; instruction is keyed to their abilities. Sixth to eighth grade pupils are given lessons on Tuesdays. Our Wednesday ski class is for children with special abilities or experience; advanced skiing techniques are stressed.

Each Thursday some kind of ski playday or competition is arranged. Beginners race uphill and down, over and under obstacles, with skis on and off. More advanced skiers engage in races through gates or checkpoints. Advanced skiers have slalom and downhill races set up and conducted along the lines of our national competitions.

We in Big Bear Lake are trying to take advantage of our community resources to provide better opportunities for children.

A Day's Work

From the "75 Years Ago" column in the Sacramento Bee:

"Another complaint was that many lessons given for memorizing were far too long and much beyond the capabilities of the children to learn. A writer noted: 'It surely was never designed that a child 11 or 12 years of age should commit to memory two full pages of geography, work out from three to five sums in fractions, memorize a page or two of grammar, then learn to spell correctly 100 words of three or four syllables in an evening and then come to school the next day prepared to answer all the lessons perfectly. Yet such is done in the third grade of the Capital Grammar School.'"

(The above quotation was a part of a general discussion of Sacramento school problems back in 1880.)—From Northern Lights, Northern Section, CTA, insert in CTA Journal.

PROUD TO TEACH

The January issue of the *National Education Association Journal* carried a little article from me to NEA members under the caption—Proud to Teach. It pointed out that Proud to Teach is my slogan for the year and that it is to be the theme of the Portland Convention next July. I then requested letters from teachers everywhere telling me why they are Proud to Teach. When I read my own article in the *NEA Journal*, it dawned upon me more forcibly than ever before that there are many wonderful teachers who belong to local and state associations who for some reason are not NEA members. I then decided to write this message to all such teachers in every state. I want the teachers of California who are not NEA members and who would not have seen my request in the *Journal* to write to me telling me why you are Proud to Teach.

Then, too, I'd like to give you a very special invitation to join the NEA—the largest professional organization in the world. We need each of you as a member. Together we can advance the cause of education tremendously in this country this year. Think what it would mean if each of us who is really Proud to Teach would lift his head high—AND SAY SO.

As President of the National Education Association, I shall enroll every person from whom I have a letter on the Proud to Teach theme in my PROUD TO TEACH CLUB. Write to me either at National Education Association, 1201 Sixteenth Street N.W., Washington 6, D.C., or Box 423, Mt. Vernon, Illinois.

JOHN LESTER BUFORD

President, National Education Association



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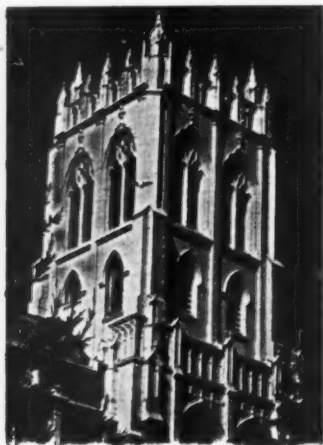
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DEMOCRACY

William R. Simonds

IN these days of new communities and new schools we face difficult problems of adjustment. School administrations must meet changing conditions; they must be democratic.

It is not merely because we all believe in the ideal; it is because the democratic process is more flexible and, in the long run, achieves better results than autocratic methods.

What Is This Thing?

Because of the authority which the principal holds, he is in a position to start the ball rolling. There can be no democratic administration unless he gives his blessing to the enterprise.

The first step is for the principal to work out in his own mind what he believes constitutes a democratic organization. He should take time to write out his thoughts.

Unfortunately, democratic organization does not just happen. It is a complex thing to operate, and it must be worked at by every member of the staff. A real tragedy of our times is that so few institutions come even close to a democratic system. Apparently there is insufficient understanding of what the democratic process really is.

Democracy is a form of government; it is not complete freedom of the individual. Absolute liberty is anarchy; democracy is freedom combined with responsibility. The individual must adjust his personal desires to the welfare of the total group.

Democracy exists when all members have a voice in the determination of laws or policies which govern the group. Once policies are established, all are obligated to abide by them. The executive has the responsibility to see that all parts of the organization are complying with the rules.

The state delegates power to the school districts; the local district assigns responsibility and authority to each school. While we must comply with state laws and district policies, there

Mr. Simonds is principal of the West Park elementary school in Napa.

ACON THE SCHOOLS

All members of the staff should have a voice in making local rules, says this principal.

remains considerable room for discretion in the development of our internal working procedures. Within the individual school there is tremendous opportunity to develop policies democratically. It seems to me the faculty, as a group, should establish these policies.

Cards On the Table

An understanding of democratic administration by the principal is not enough. He must communicate directly to his staff the outlook which he brings to the job. Only by understanding the philosophy of the "boss" can the faculty play its role in translating theories into reality.

With this thinking in mind, upon receiving notice of a new administrative assignment, I wrote a "statement of faith." I sent a copy to each member of the staff during the summer. It covered such topics as the nature of democratic organization, communications, and morale irritants. It dealt with relationships with parents, central office, and the non-professional staff. It also included a section on the professional aspects of teaching.

Later in the summer a faculty meeting was called, not by the principal, but by the staff itself. It may have been the administrator's imagination, but it seemed the ice had already been broken by the "statement of faith." The self-appointed staff chairman took over as if we had been operating as a unit for some time. It was not necessary for the principal to make a speech.

The meeting was opened for questions, which group members threw at the administrator. Many of these interrogations called for specific policy-determinations, which the principal referred immediately to the staff for decision. It was amazing how the group tackled these problems, with many differing opinions expressed, and yet came out with policies reflecting agreement.

Minutes of this first meeting were typed and sent to each staff member. The basic policies were already estab-

lished—they had been arrived at through democratic process, and a definite atmosphere had been created before the school term began.

The Follow-Through

Policies are frequently subject to change or modification as experience brings new insights. Staff meetings need to be called from time to time to take care of these matters.

At our school a faculty chairman for each month was appointed by the principal. The schedule for the entire year was set up in advance. It is the responsibility of the chairman to call meetings when he feels policy matters need to be handled.

The usual procedure is for a teacher to request the chairman to call a meeting. The chairman then contacts other faculty members to get suggestions for additional agenda. A staff member takes notes at the meeting, the minutes are given to the school secretary for typing, and a copy is given to each teacher. While the principal has the right to request meetings, he does not use the prerogative frequently. If he did, he would make a farce of the democratic basis for policy-formation. Two of seven meetings in a four-month period have been called at the request of the principal.

In the group discussion, the principal deliberately keeps himself out of the limelight—not exactly an easy task!). He knows if he expresses opinions very often he is going to influence the thinking of the group, which will not result in really democratic policies. Occasionally a fairly ticklish problem arises, and it is difficult to see how any agreement can be reached. Sometimes the decisions are not at all what the principal might prefer. But in every case, I have come to the conclusion they were the best decisions possible.

One swallow doesn't make a summer; but from our present experience with staff policy-making, I am convinced we are getting more done—and having more fun doing it—than is possible under authoritarian methods.



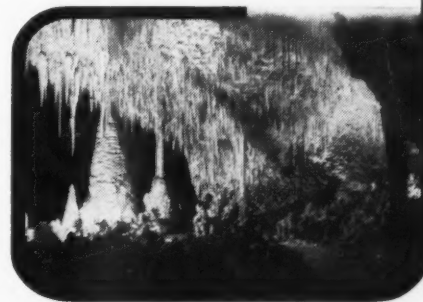
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PUBLIC EDUCATION AND THE FUTURE OF AMERICA. Educational Policies Commission of NEA and AASA, 1201 Sixteenth St., N.W., Washington 6, D.C., 98 pages, illustrated. 1955. \$1.50.

The first comprehensive study in this country of the implications of the total

manpower situation to education at all levels is the latest publication of the Educational Policies Commission. The Commission, in the final stages of its study, was pictured and described on page 38 of the January CTA Journal.

A preliminary statement, issued by the Commission before the book was published, presents an adequate review of the central theme. Here is the statement:

In the United States today the development of all the abilities and skills of the American people is both more urgent and more difficult than it has ever been before.

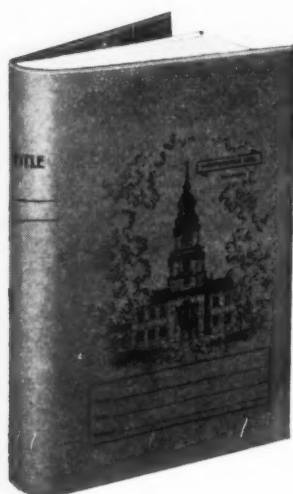
Vast expansion of the American economy, the acceleration of scientific and industrial progress, including the effects of automation and atomic energy, and the demands of national defense are among the factors

which create at present critical shortages of highly educated manpower, particularly in the scientific, professional, and managerial fields.

Shortages are aggravated by the fact that the number of young adults in the United States is actually declining at the same time that the population as a whole is increasing. New manpower, especially for occupations requiring advanced education, comes largely from young men and women between the ages of 20 and 30. This age group is in short supply at the present time. In 1950 there were 23.8 million Americans in their twenties. Now there are 22.5 million. In 1960 there will be only 22 million. After 1960, however, an upswing is in sight.

The Educational Policies Commission believes that education holds the principal key to the solution of the manpower problem in the United States. The immediate problem is not so much one of total numbers as it is of a shortage of high-level skills among available workers. In the solution of the problem schools and colleges and agencies of adult education must accept many tasks, some familiar and some new, as they seek to meet their responsibilities in this area. All who are concerned with educational policy, educators and other citizens, need to keep broadly and continuously informed about manpower needs, resources, and problems.

In the light of its study of the manpower problem, the Educational Policies Commission believes that schools and colleges need to intensify their efforts to cultivate the talents of gifted youth. To develop our full resources of ability we need to do two things: (1) motivate all our youth to fuller use of their talents; (2) supply the increased financial aid which will enable them to continue their education. The Commission also believes that expanded educational and vocational guidance and personal services are essential to meeting the responsibilities placed on schools and colleges by the manpower situation. It emphasizes that freedom of occupational choice must be safeguarded.



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MATH. CAN BE FUN by Louis Grant Brandes, Portland, Maine: J. Weston Walch, Publisher, 1956. \$2.

This publication is designed to furnish source material for the enrichment of mathematics experiences in secondary schools. It would seem also to be useful for better students at the upper elementary and junior high school levels. In addition to paper and pencil work, the author has included considerable material calling for construction activities by students. The teachers' edition contains answers and an appendix that includes a bibliography of recreational mathematical publications as well as numerous suggestions for the use of this book itself.

While MATH. CAN BE FUN is no more of a substitute for the teacher than any other book, it does seem well adapted to arouse student interest. The cartoons throughout are attractive and provocative. The author's way of stating problems and principles is also calculated to appeal to children. But, though designed for school use, the average intelligent adult who is not thoroughly petrified by the thought of

mathematics will also find the book interesting. Even if a teacher cannot use a set for his classes, he might well purchase a single copy for his own entertainment and edification.

The chief drawback is the physical format of the publication. The covers, paper, and reproduction are not first class. No copy can be expected to last for long under ordinary school conditions. However, as a perishable item, it can be recommended strongly. The few typographical errors can easily be detected by the alert teacher or student.

—G.G.G.

Publications of Interest to Teachers:

They Will Read Literature! Here is a portfolio of tested secondary school procedures produced by the high school section of the National Council of the Teachers of English. The goals of literature programs in secondary schools are defined as: (1) cultivation of wholesome personal living, and (2) development of social sensitivity and effective participation in group life. Fourteen leaflets in the portfolio cover such topics as "The Dimensions of Literature," "How to Read Fiction," "Play Reading with Dynamic Meaning," and "Evaluating Growth in the Study of Literature." Names like Thomas Clark Pollock of NYU, Howard Pease of San Jose State, and J. N. Hook, executive secretary of NCTE, appear on the leaflets. A bibliography of further reading can be found on the back cover.

The Beginnings of Drama in Sacramento, 1849 and 1949. This is a beautifully-done little book published by the students of the C. K. McClatchy senior high school in Sacramento. It is exactly what its title claims, covering the early beginnings of theater, and giving the history of the Eagle Theater which was begun by an actor named John Bowman Atwater, and after several moves and changes developed into the Eagle Theater Center of the present day.

Pictorial History of American Presidents. By John and Alice Durant. Barnes & Co., New York. \$10. This husband and wife team spent over two years researching for their book at libraries, government agencies, museums, historical societies, and ended by feeling that they knew well every president of the U.S. The book is an informal history covering every administration and the significant and interesting events that occurred. Interesting sidelights are told with warmth and humor, and the book contains 566 prints, paintings and cartoons.

Organization of American States. The fourth edition of this handbook for schools, colleges and adult groups has just been published by the Pan American Union, and costs 25c. Starting with Simon Bolivar's dream of a unified America, the book outlines, step by step, the progress of inter-American cooperation to 1948, when the Charter of the OAS was adopted, and continues with graphic descriptions of the accomplishments of OAS to date. Here is

a clean, concise and authentic source of basic information for students of the inter-American system.

A list of *Free and Inexpensive Learning Materials*, evaluated and annotated by graduate students in the Peabody Library School at Nashville, Tennessee, covers numerous materials from "A" (Accidents, Airplanes and Atomic Energy) to "Y" (Youth Guidance and Youth Problems). This is the seventh edition of this list, which costs \$1.00 in single copies. Materials listed were evaluated for: *content, timeliness, subject matter unbiased, and format.* The book may be ordered from George Peabody College.

It is interesting to learn that Fleet Admiral William Frederick Halsey has been named Senior Advisory Editor on Naval Affairs for the Encyclopedia Americana.

Tomorrow's first-graders will read faster and better, according to the NEA in a 278-page report on "Reading for Today's Children." More than 70 classroom teachers, principals, supervisors and reading specialists helped to write the report.

Two textbook publishers have recently opened new West Coast regional offices: Houghton Mifflin and Scott, Foresman. Both are in Palo Alto, on California Avenue. Their move reflects a trend in the publishing business toward moving out of congested metropolitan areas.

Well, it's time to celebrate. "Johnny" has been off the best-seller list in *Publishers' Weekly* for several months, and it doesn't look as though he's ready to move back—in spite of the publisher's offer of one free book for every ten ordered by bookstores.

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Probably no one will dispute the statement that "Why Johnny Can't Read" was the most controversial book of 1955. Among publications giving space to a discussion of the book were *Atlantic Monthly*, *Time*, and of course *NEA Journal* and *CTA Journal*. An Eastern radio columnist, John Crosby, wrote his own refutation: "Maggie CAN Read," prepared originally as a Curtis Publishing Company advertisement addressed to advertisers and agencies. Mr. Crosby said, among other things, that in 1955 there was more reading than ever before in the history of the country. "Johnny" ended up as number eight on the bookstores best seller list of 1955. An interesting side note is the plaint by Orville Prescott of the *New York Times* that no one has any idea of the flood of books which pour across a reviewer's desk. More than fifty a day come in—meaning as much sorting as reviewing is necessary.

Almost as though to make up for the publication of *Johnny*, Harper's has put out a book by David Dreiman, titled "How to Get Better Schools." Sponsored by the National Citizens' Commission for the Public Schools, the book tells how the Commission has operated to improve public education, and what the average person can do to help.

California Test Bureau has issued its 1956 catalog of standardized tests and related materials. Write them at 5916 Hollywood Blvd., Los Angeles, for your copy. They will also send, on request, a copy of Educational Bulletin No. 20, "Articulated and Integrated Measuring Instruments for Practical Evaluation Programs."

To help meet the needs for greater emphasis on character building, *Reader's Digest* has published a series of anthologies for use at junior and senior high school levels, emphasizing moral and ethical values. There are six books in the "Secrets of Successful Living" series, with a net school price of 75c per copy, plus shipping charges. A 24-page teacher's handbook

comes free with class orders for 10 or more anthologies, or 20c with each order for fewer than 10. The series was prepared through the combined efforts of university professors, high school principals, English and Guidance teachers.

The State Department of Education has made available a handbook for teachers, students and parents covering vital civil defense information. Titled "Civil Defense for Personal and Family Survival," the booklet gives information for family and school, lists survival techniques, and gives the responsibilities of superintendents and principals in civil defense. There is a selected bibliography for teachers.

Science Research Associates have published their new catalog of tests and guidance materials. 112 pages, the booklet may be had by writing SRA at 57 W. Grand Ave., Chicago.

QUESTIONS TEACHERS ASK ABOUT CEREBRAL PALSID CHILDREN by Margaret B. Stepanek. Multilithed and bound by the author. Birmingham Public Schools, Alabama. August 1955. 27 pp., \$1.75.

For the teacher who faces for the first time the palsied child or a group of these handicapped children, it will be comforting to have a brief "non-technical" guide. Miss Stepanek's little booklet, written by a cerebral palsied individual and teacher of such pupils, brings in a readable style some answers to the typical questions such situations raise.

The pamphlet is illustrated by the author's sketches. It contains a table of contents, a short glossary, and a bibliography. It is within the means of any teacher of cerebral palsied children and is brief enough to be easily read and used as a reference. K.R.B.

Group Life and Medical Plans Studied

MAJOR medical insurance and group life insurance are subjects of study by the CTA Advisory Panel on Insurance. Howard Nordstrom, Fresno, chairman of the panel, said the three-man board has met regularly since September in order to develop supplemental programs which it can recommend to the Board of Directors.

Specifications for the major medical insurance plan have been drawn up by the panel with the assistance of the CTA actuary and a lawyer. Twenty insurance companies now have the specifications and are preparing bids. Low bidders will be invited to discuss with the panel problems of enrolling and installing local groups. Nordstrom said he hopes the program will be ready for recommendation to the Board by September or shortly thereafter.

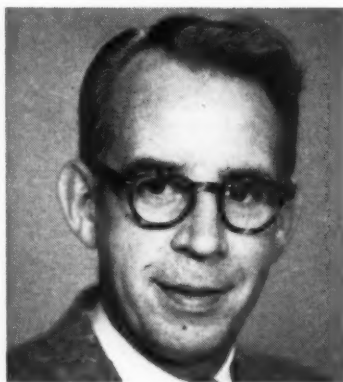
Broader Coverage

The major medical plan will be coordinated with the CTA Blue Cross health plan. It will cover such hazards as cancer, polio, heart disease, nervous disorders, and other lingering illnesses. It was expected the plan would be offered on a group basis to CTA chapters and would probably require a seventy-five per cent enrollment of those now covered by Blue Cross.

Group life insurance specifications are nearly completed for submission to bidding by life insurance companies. A number of local associations have deferred study of similar plans, expecting that the new state-wide plan will contain more attractive features. Term life coverage is expected to be available at very low cost on the group plan.

Group Plan Next Year

The group life plan should be ready by the end of the year, according to Nordstrom. If approved by the Board of Directors, the plan should be available to CTA chapters during the 1956-57 school year. Detailed description of the plan and its possible application for survivorship benefits under a complete retirement program will be discussed in the *CTA Journal* as soon as information is available.



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AUDIO-VISUAL AIDS

A department on teaching films conducted by H. Barrett Patton

AUDIO-VISUAL PROCEDURES IN TEACHING by Lester B. Sands; New York, The Ronald Press Company, 670 pp., \$6.

A basic survey of Audio-Visual methods, materials and equipment, this comprehensive overview should be helpful to teachers, administrators, supervisors, and college students in expanding their knowledge in the field. The appendix is divided into sections that will be of interest to Audio-Visual directors and librarians. Sound educational psychology and techniques make it especially valuable for the classroom teacher.

STORY OF THE PILGRIMS, Parts I and II. Film: 18 min., Color \$135; Intermediate, Jr. High, Sr. High, College; McGraw-Hill; Photo and Sound; 116 Natoma Street, San Francisco.

Part I. Pilgrims' Travels. Marionettes are used to show the Pilgrims leaving England, their sojourn in Holland, and their trip to the New World on the Mayflower. Part II. The Pilgrims start building homes, meet the Indians, meet Samoset, plant their fields as he directed, make peace with Massasoit and his warriors, and celebrate Thanksgiving. The diction is excellent, the costumes and scenery well done, and the narration such that it gives one the feel of the times. A small mouse adds a lighter vein to the adventure.

LIBERATION OF PARIS. Film: 27½ min., B&W, Life Lease \$125, Rental approximately \$4.50; Sr. High, College, Adult; Young America Films, Inc., Audio-Visual Supply Co., Inc., 245 Broadway, Laguna Beach.

The story of the liberation of Paris in 1944 is told by newscaster Walter Cronkite, and then shown on the screen through on-the-spot reporting technique.

WET MOUNTING PICTORIAL MATERIALS. Film: 11 min., Color \$100; Sr. High, College, Adult; Indiana University, Audio-Visual Center, Bloomington, Ind.

Mounting of fragile, much used or worn materials on muslin to increase their usefulness, is shown in great detail. Description of this process and methods of displaying the prints after mounting make the film useful.

PAKISTAN. Film: 14 min.; Color \$125, B&W \$62.50; Jr. High, Sr. High; Encyclopaedia Britannica Films, 5625 Hollywood Blvd., Hollywood.

Pakistan is divided into East and West Pakistan by almost 1,000 miles of India. East Pakistan is a land of rivers, deltas, and humid climate. Rice and jute are among the principal crops. West Pakistan

is a land of irrigated fields in the north and of camels in the south. The country is held together by the Moslem religion.

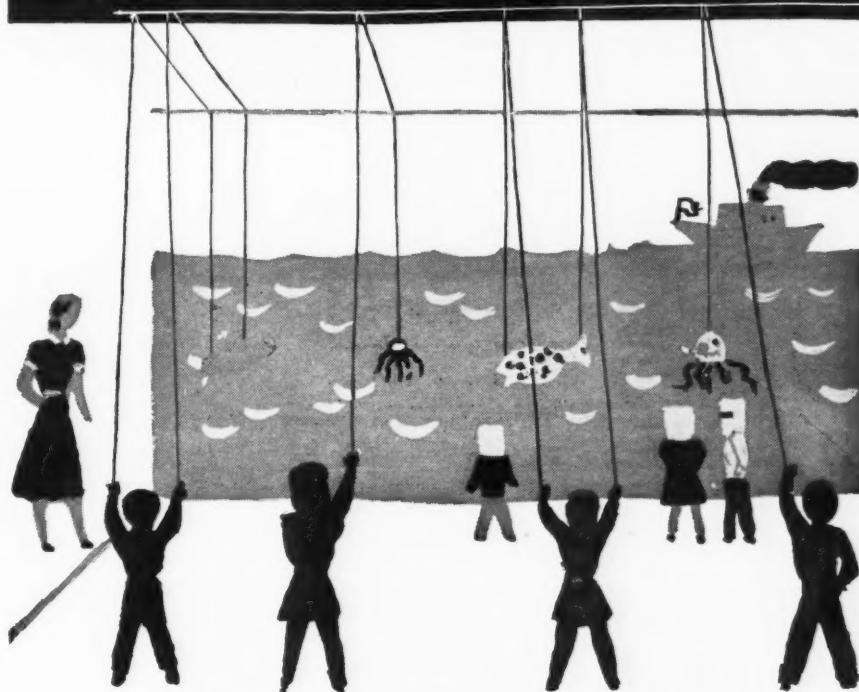
MARCO POLO'S TRAVELS. Film: 20 min., B&W \$100; Jr. High, Sr.

High, Adult; Encyclopaedia Britannica Films, Hollywood.

Marco Polo is shown writing his book. Events from the book are filmed to make an exciting and dramatic story of his adventures in the court of Kubla Khan.

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Soon, students were painting ocean blues and greens. Jellyfish, octopus and starfish were traveling near rocks and sand on the mural.

Committees were busy planning, cutting, pasting, painting and studying about sea life.

Animals were painted on butcher paper, 2 sides cut out, stuffed with newspaper and stapled together. 2 strings were attached and tied to erasers. Then, thrown over 16-gauge wire fastened with screw-eye to molding on one side of room.

Erasers were thrown over wire stretched at other side of room. Then removed and strings attached to a rod. Animals could be controlled 30 ft. away. When controlled by one string, metal washer was tied to end of string and slipped over a tack to keep it in place.

FOR THIS IDEA

we thank California class-room teacher FRANCES L. READ and THE SCHOOL ARTS Magazine, Worcester, Mass.



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LOUISIANA PURCHASE. Film: 16 min.; B&W \$75; Jr. High, Sr. High; Encyclopaedia Britannica Films, Hollywood.

The film brings to life an important incident in United States history. It recreates not only the issues of the times but the heated passions which motivated the men who made history. Personalities of the times shown include Jefferson, Monroe, Talleyrand, and Napoleon.

TALE OF THE GROUNDHOG'S SHADOW. Film: 10 min.; B&W

\$55, Color \$100; Primary, Intermediate; Coronet; Craig Movie Supply, 149 New Montgomery St., San Francisco.

A pioneer mother tells her children the tale of the groundhog's shadow. A raccoon wants to know whether spring is just around the corner. He asks a badger, a beaver, a porcupine, and a skunk, before the groundhog helps him discover the first signs of spring.

WESTERN GERMANY. Film: 10 min.; B&W \$55, Color \$110; Coronet; Jr.

High, Sr. High; Coronet Films, Coronet Building, Chicago 1, Ill.

Western Germany is making a rapid recovery from World War II through rebuilding and developing industry and trade, through scientific farming, and through the careful use of natural resources.

ALEXANDER LEARNS GOOD HEALTH. Film: 10 min.; B&W \$90; Coronet; Primary; Craig Movie Supply, 149 New Montgomery St., San Francisco.

The night before the big ball game, Alexander eats too much and sleeps too little. Because he is then unable to play the next day, he improves his habits—proper diet, rest, cleanliness, and exercise—and later pitches a winning game. Bold, yet simple, animation makes the film unforgettable.

PEOPLE OF CANADA. Film: 24 min.; B&W \$90; intermediate; Bailey Films, 6509 De Longpre Ave., Hollywood.

The racial groups finding homes in Canada are described. The picture tells of the various industries, natural resources, and population growth of the country.

MAKE A HOUSE MODEL. Film: 10 min.; Color \$100, B&W \$50; College, Adult; Bailey Films, 6509 De Longpre Ave., Hollywood.

By using a blueprint and making the model to scale from it, painting with water color, scoring, folding, putting together, and landscaping with sponge, etc., a house model is created.

FIRE (Junior Science). Film: 10 min.; B&W \$55; Intermediate; Arco Films, 2390 Broadway, New York, N. Y.

Fires are made with fuel, heat, and oxygen. Phosphorous and potassium nitrate ignite at very low temperatures. In putting out fires, water is valuable. Many commercial fire extinguishers use carbon dioxide and sulfuric acid.

NEWS NOTES: Dr. Lee Alvin DuBridge, whose story was featured in the February *CTA Journal*, will be the principal speaker at the spring meeting of the Southern California Junior College Association on April 14 at San Bernardino Valley College. California Business Education Association will hold convention at the Sheraton-Palace Hotel March 25-27. Businessmen will join with educators in the discussions. The Bay Area Science Fair will be held April 7-11 at the California Academy of Science in Golden Gate Park, San Francisco. Original projects by high school science students will be judged in competition for honor awards.

2...new 1956 publications

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LIVING FOR YOUNG MODERNS

by IRENE E. McDERMOTT AND FLORENCE W. NICHOLAS

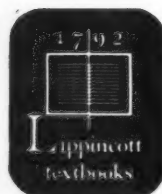
... a personal regimen or survey text based upon the results of a carefully conducted survey of the personal problems of 2000 teen-agers. Written in a simple, appealing style, *LIVING FOR YOUNG MODERNS* deals with the complexities of parent-child relationships, dating, friendship, money and other topics of importance to today's high school students.



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LEARNING

by inductive experience

C. Delmar Gray

Drawings by
DR. ROBERT E. HUFFMAN
Stockton

FROM the article in the *CTA Journal*, the *Ohio Journal of Education*, *Trends*, *NEA Journal*, and one or two others have come some 200 inquiries concerning the organization and use of "competence teams." All ask "how" but none ask "why."

The assumption of inquirers, including the education editor of the *Cleveland Press*, is that demonstrations are intended for school public relations. That is an incidental byproduct. If it be the purpose, the results might be superficial, misleading, and, in excess, be growth toward intentional misrepresentation.

Demonstration of competence is one way of implementing the five steps to worthiness (Nov. 1954, *CTA Journal*) through earned recognition and honor. Observing demonstrations is a basic way for incentive among observers. When a sixth-grade class observes a demonstration team from an elective class in the eighth grade, incentive is shared. Only those things can be guaranteed that can be compelled. We

can't guarantee spiritual freedom for anyone. All we can do is to provide the learning laboratories where it may be earned. Freedom is an earned quality.

Team Idea Used

We have had scores of children in the sixth grade express a desire to "make" one of our academic demonstration teams when they get into our two-year junior high school. I am not sure that the "team" idea is the best. It does permit demonstrations of the highest level skill among learners so that demonstrations tend to set standards above mediocrity and it reduces the number of children who are transported for demonstration purposes.

Since learner incentive has been higher in music and athletics where only those who can demonstrate are on the demonstration teams, it seemed logical to use a proven method in academic skills. As beginning learners receive incentive from demonstration

(Continued to Page 44)

In the September 1954 edition of *CTA JOURNAL* appeared an article entitled "Competence Teams of Escondido." I wrote the story after spending a day with C. Delmar Gray, district superintendent of Escondido union school district, in his beautiful community (pop. 8,629) in the interior hills of San Diego county. While there has been a general—but sometimes critical—interest in Gray's educational theories, I have encountered no evidence that the "team" idea has been a pattern for adaptation elsewhere. Asked for a "progress report," Mr. Gray wrote the account above.

He is now enthusiastically working on plans for the development of an industry-supported laboratory demonstration school. He hopes, if the school should ever be built on land already donated, "to create incentive for learning, specifically in science and mathematics." He believes that learning comes from inductive experience which begins in childhood and that if modern industry is to get the scientific and technical brains it needs, it must find and develop capacity early. Meanwhile, he and his staff continue to use dramatic methods to stimulate incentive for learning.

JWM

CTA Journal, March 1956

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ADDITIONAL NEWS NOTES:

TENURE: CTA members living in rural areas who wish to participate in the current state-wide study of tenure in districts under 850 ADA are advised to obtain forms from Section executive secretary. Proper names and addresses will be found on page 5 of this issue.

HARLAN ANDERSON, Santa Ana, has been named chairman of the CTA International Relations committee, succeeding Jane Jensen of Sacramento.

DR. MALCOLM MURPHY, former principal of Sacramento senior high

school, retired after 23 years of service. He had been president of CTA Northern section 1941-46, member of the State Council 8 years, and an NEA State Director 1946-48. He has left administrative work because of a heart condition.

CALIFORNIA placed four finalists in the 15th annual **SCIENCE TALENT SEARCH**. Winners of the free trip to Washington included Gary Anderson, 17, Tahoe-Truckee; Dennis L. Johnson, 17, Canoga Park; James C. Nearing, 17, Inglewood; and Peter R. Roney, 16, Los Angeles.

SELF-EVALUATION . . .

(Continued from Page 13)

1. In all relationships with the child, the community, the school and with other members of the staff, all certificated personnel shall be governed by the principles of the Code of Ethics for California Teachers.
2. A copy of personnel policies shall be given to all teachers and to all new teachers entering the district service.
3. Teachers shall be elected and granted tenure on the basis of merit.
4. Consistent progress toward high standards of professional merit shall be the primary basis of evaluation.
5. Evaluation shall be a cooperative process accomplished in conference with the teacher.
6. Appraisal shall be continuous during the service of the teacher.
7. Though evaluation is necessarily subjective, since it involves opinion, it should be based on as many positive evidences as possible.

Development of the Instrument

In seeking an evaluation instrument which would embody these principles and best serve the interests of the district, the committee concluded that a rating scale ranging from superior to poor was undesirable and that teacher growth could best be stimulated by some form of self-appraisal which gave both the teacher and the evaluator an opportunity to indicate areas where improvement was desired or desirable as well as areas of strength.

The accompanying "Teacher Evaluation Report" is the result of the committee's efforts to emphasize the positive values of self-appraisal. Many of the items were included in the form primarily to stimulate this process, it being recognized that in many instances the evaluator would be unable to give a considered opinion.

Informing the Staff

The need to keep the total staff informed of the work of this committee was recognized and each representative made periodic reports of progress to his faculty, which resulted in a continuing interest in the project by everyone.

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Clark H. Rader, 415 W. Virginia Ave., Glendora, California



"Not little Johnny Shipley? Why you've grown like a weed!"

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Preliminary copies of the evaluation form were distributed by the school representatives as they made their final report of the year. General approval was expressed and the committee recommended experimental use of the instrument for the 1955-56 school year subject to revision at the end of the trial period.

To inform the 68 new teachers and to renew the interest of the continuing staff, final adoptions of the new instrument were included in each teacher handbook for the new year.

As a final step in the program of informing the staff, a team of committee members headed by the superintendent appeared before each faculty and, by means of an informal panel discussion, reviewed the work of the committee and emphasized the positive aspects of the new procedure. Constructive suggestions were solicited for further consideration by the committee during the coming year.

Future Plans

The work of the committee is not completed. Members plan to give consideration to evaluation of other members of the certificated staff as well as the classroom teacher and the part the teacher shall have in teacher evaluation.

Improvement of the instrument in the light of its experimental use during the year will undoubtedly be a part of the future work of the committee.

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LEARNING . . .

(Continued from Page 41)

learners, the demonstrator receives incentive to become a master learner.

If we could share that opinion we would correct a semantic error in education. We would no longer refer to classroom leaders as "teachers." We would refer to them as "master learners." "Teaching" is a semantic translation of an "authority" with power to compel learning by command. The



EARNING — LEARNING!

choice of words does dominate thinking and while we all want to be democratic, by our selection of words we seek to guarantee spiritual freedom by giving it to receivers within the schools. Thus, within the definition of the goal is the denial of attainment.

When, by incentives offered through promise and faith in offering demonstrations, an eighth grade boy, fourteen years old with 120 I.Q., does college chemistry at the level expected of college freshmen, I think we can raise our sights on human achievement through learning.

Master Learners Needed

One of the essential steps is that the classroom leader be a master learner in something. Capacity is not a generalization. It is an accumulation of specifics. The word "teacher" does not imply "master learning." It implies master of learners.

We have had two English teachers in the junior high school whose demonstrations of master learning were in music. One transferred to music and the other is growing as a master learner in communication. We are now using

her first book on public speaking as a text for that phase of language in the junior high school. She is creative. She has a specific demonstration that permits meaning to the statement.

Another communications teacher was able to provide incentive for grammar that resulted in a demonstration team with more high-level skill in grammar than I have ever seen in any other group of young learners. Those team members are master learners in technical grammar. Where they have appeared they have asked the audience to read or compose any correct sentence. They will diagram, analyze, and tell the function of every word in the sentence.

In math a group of learners are now doing high-level algebra and some geometry in the eighth grade. We expect learners seeking mastery in math to know the multiplication tables to 15, the squares to 36, and the aliquot parts and complements of one hundred.

Quick Calculation

If you were to square 87 by the complements method in mental math the process is as follows: The complement of 87 is 13, subtracted from 87 is 74, add two zeros to multiply by 100, and add the square of 13. The answer is 7569. It does not matter whether a learner knows how to square by the complements method but there must be this or some other device for practice and mastery of mental facility with numbers above the level of mediocrity as a challenge to those with incentive.



MASTERY — FREEDOM

Providing demonstrations is proof of learning and incentive for those who have not had self-demand that results in capacity.

In a first grade I saw a demonstration of number concepts when the teacher asked pupils to add three digits, the sum of which was in the low 20's. Then she asked them to hold the answer and subtract a given digit—any digit

she might name. This is learning on a different level than is commonly expected. I saw two first grades do it in two separate schools in our district.

Learning and Teaching

The professional meetings I attend seem always to be devoted to "teaching." When we give demonstrations they are based on "learning." There is a difference.

Not long ago I heard a speaker from Convair tell about delta wing planes. The one that flew last spring went on the drawing boards in 1946. Its successor was not only on the drawing boards



SEMANTIC BOOBY TRAP:
TEACHING IS COMPELLING

before the first one flew but the successor to the successor was also in the planning stage. The third one will pass the second as if it were an air truck. He said the scouts from the plane factories are about as numerous as science and math majors in the colleges.

They are looking in the wrong places because they are looking for graduates. If it takes ten years from drawing board to flight in a plane do we assume human perfection can be built in less time?

If industrial scouts will bring a few demonstrations to our school and invite a few of our learners annually to offer demonstrations to their training departments, there will be learners in our eighth grade who will do trigonometry annually at the level expected of trig learners. I did not say we would "teach" the subject. I said children would "learn."

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We can have children work from 8:00 a.m. to 4:30 p.m. eleven months a year with supplemental laboratory action every Saturday all day if we were permitted. Tradition will not allow it. We can't hire or pay for master learners for classroom leadership. Maturation takes place after they decide to accept tenure. Tenure is an attitude—not a law. The effort in legislation or tenure last spring was a blow to learner attitude at the leadership level.

Neither legislation, methods, nor finance contemplates master learning in public education. We in Escondido have a few demonstrations ready every year. How long can we continue unless we receive as much as we give? Continued incentive is reciprocal. What others demonstrate helps each learner to set his goals.

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respect and honor for personal responsibility in high-level skill and creativeness. Until the public is willing to recognize and pay for master learners in schools we probably will tend to discourage high-level skill and creativeness.

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in an eighth
grade social
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Blanche B. DeVore

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Many activities in the elementary

Miss DeVore is an eighth grade teacher at Little Lake City Schools in Norwalk.

California Teachers Association encourages membership interest in foreign affairs. The 31-member CTA Committee on International Relations, headed by Harlan Anderson of Santa Ana, is working on the third draft of a proposed booklet to be entitled "Teaching Abroad," to be published soon after the April Council meeting. It is the opinion of the committee that the exchange program benefits individuals and nations, and that a foreign experience will help a teacher in a social studies class such as that described above.

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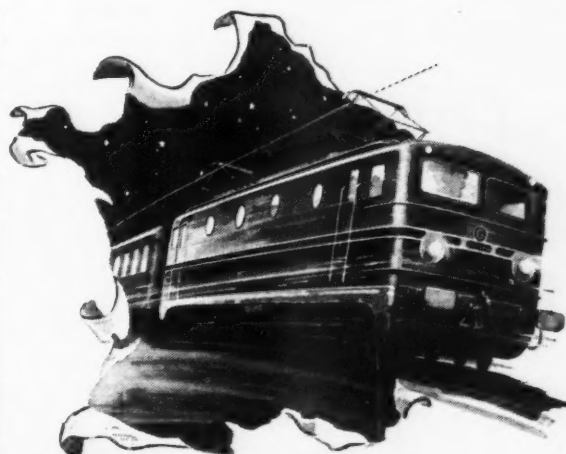
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school help to develop concepts and attitudes which will aid the child in understanding people in other lands. The child learns to accept children of other nationalities and cultural backgrounds into his group. He develops an appreciation for the contributions of all members of his class.

As children observe and study the growth of plants and animals they see that all living things must adapt to natural conditions. They become better prepared to judge the activities of all peoples in the light of geographic environment and cultural history.

Since a knowledge of geography is basic to world understanding, some geography is taught in all the grades of the elementary school. Most eighth grade teachers emphasize regional geography as a background for the study of the United Nations. The climatic regions of the world are pointed out, and the influence of world wind systems, mountains, and bodies of water on climate are explained.

Dependence Learned

In the study of human geography the similarities of people are stressed rather than their differences. All peoples have the same basic needs for food, clothing and shelter. They must meet these needs in different ways because of varying geographic environments. The children learn that individuals and groups depend upon each other, and that all peoples depend upon the earth's resources. They are then able to understand the need for world economic cooperation. They discover that the raw materials of the earth are not evenly divided, that some nations are rich while others are poor. For this reason some nations are more dependent than others on world trade. In arithmetic children do research on the tariff and its effect on world trade.

Drama of Foreign Affairs

From United States history children gain an appreciation of the contributions of many nationalities and races to our civilization. In the study of government many activities help children in understanding world affairs. For example, the position of the President of the United States and the Secretary of State in foreign affairs is examined. The children may dramatize a Presidential press conference or a "Meet the Press" television program with the Secretary of State as the guest. During the preparation for this dramatization the class checks the newspapers, radio and

television broadcasts and many other sources to find out what special problems are before the President and his Cabinet. The other members of the class may write editorials on what the "President" has said.

Discussions Helpful

Panel discussions are held on various problems involving foreign countries. An interesting discussion was held in our class on immigration of Mexican labor into the United States.

Current events is an important part of our program in the seventh and eighth grades. We have several publications written especially for children, and we make extensive use of the daily newspapers, *Life*, *Time* and *Newsweek*, as well as radio and television broadcasts. A news bulletin board is kept up to date. Important international news items are discussed in class and frequently lead to additional research. Some classes have a room newspaper, an important section of which is devoted to international news.

In connection with the study on the United Nations, the class does research on the various member nations. They make scrapbooks and pinning board exhibits. They read books about life in foreign countries, listen to music by foreign composers and look at paintings by foreign artists. Members of the class write letters to various places for information on the countries they are studying. They write to pen pals in different countries. They interview people who have lived in other parts of the world.

Study United Nations

At the eighth grade level we do not stress the horrors of war too much, but we do try to develop a desire for peace and human welfare all over the world. With this end in view we make a special study, in the eighth grade, of the history and purposes of the United Nations and UNESCO. We try to pull together what the children have learned about other countries in the lower grades. We strive to develop a feeling of kinship with people of all nations. We acquaint the children with the contributions of other nations to world culture—in science, in literature, in art and in music.

The emphasis on world understanding should be continuous from the primary grades through college. No part of the public school program is of more importance. Our survival may well depend on the success of our teaching.

How Well Does Your Staff Communicate?

Yvon O. Johnson

RECENTLY, while discussing the problem of getting a message across to people in order to have it result in a desired attitude or action, several men long experienced in social and club work told me to avoid, whenever possible, writing letters and making telephone calls. Instead, they emphasized, talk to the person face to face in a comfortable situation.

We of the teaching profession can apply that principle and others in our daily work. Communication to the student is, to a large extent, teaching; and vice versa. We shouldn't neglect our communications with the parents and the public, either. But in this article we'll discuss only communication within the school staff.

Have a purpose.

Jane recently attended a conference of members of her specialized teaching field. At the next faculty meeting she gave a complete report of the conference to the entire faculty. Her audience's reaction: "Of course, it must have been interesting to Jane, but what does it mean to us?"

Her interest was not important to her audience. Communication will result only if your purpose can be identified by the group as one of its own needs or interests.

Employ semantics.

Perhaps the most amusing example of the neglect of this rule is the consternation of the speaker who suddenly realizes he has said "old" teachers instead of "experienced" teachers!

Always be careful of the possibility of someone reading into your statement a meaning you did not intend.

Time it correctly.

Joe, the teacher in charge of student affairs, times his special bulletins concerning student body elections so they will reach the faculty at just the right time. Too early, the bulletins would have been filed or lost; too late, they would have been worthless.

Mr. Johnson teaches at Herbert Hoover junior high school in San Francisco.

Perhaps one staff member should receive the information first. Or the situation or the personalities may be such that all persons should receive the information at the same time.

Provide for reply.

Mrs. Brown, from the county superintendent's office, always allows time for question and answer periods at the conclusions of her talks to faculties. She wants to keep open a two-way channel of communication.

Be consistent and sincere.

His teachers have learned to watch Mr. Moose. They dare not speak to him on his grouchy days. Every request would be denied. On the other hand, his teachers take advantage of him on his good-natured days. Nothing is too good for his faculty then.

Select the best medium.

Even if you have given proper consideration to the factors mentioned above, it is still necessary to choose the best medium for the transmittal of your message. You should use a method which will reach all affected and interested personnel. Employ a medium which will give important items priority and emphasis.

Security of communication is something you must guard. Sometimes a message is a private matter; the method you use should keep it that way.

Of course, you recognize the need for economy of method. Visiting each teacher for a routine matter is certainly not as economical as placing the information in the daily bulletin.

Let's take a brief look at several of the media used to exchange ideas and information within the school staff.

Personal conversation.

Once again, the most effective way of getting across your exact intent is through conversation. Yet it is often the one most abused through neglect.

Principal Wise believes that any matter which might imply criticism should not be discussed with a teacher in front of the class, in the hall during class, in the hall between classes, or in the pres-

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ence of others. He insists on talking over such matters during an unhurried time of the day in the privacy and calm of his office.

Mailbox notes.

It is best to avoid placing confidential material in the teachers' mailboxes unless the material is enclosed in a sealed envelope. Also, written notes may be too abrupt for certain situations; they may not have the smoothness and tact of a good conversation.

Daily bulletin.

This old standby has the advantage of reaching all teachers with an economy of effort. It is good for routine matters, announcements, and teacher recognition and commendation. Special bulletins can be issued for change of pace events.

Notes to classrooms.

Even though a checklist may be used, it is possible to miss many teachers. In addition, teachers dislike the interruption of classroom routine.

Faculty bulletin board.

Letters and articles posted on it must be kept current and saved temporarily after their removal. Good taste should prohibit the posting of anonymous controversial material. Advertising matter should be approved by a responsible administrator. This would have been a good place for Jane's conference report.

Regular faculty meetings.

It may be difficult to reach conclusions with a large group unless the teacher-chairman is well versed in parliamentary procedure. Small committees or departmental meetings may be more effective.

Indoctrination meetings.

Miss Smith came away from her school's indoctrination meetings more confused than when she went in. Too much information at one time. Miss Green praised the indoctrination sessions at her school. They were designed to answer the problems facing new teachers.

Faculty advisory committee.

This is an excellent means of communication from the faculty to the administration. The committee members should, in turn, maintain communication with the entire faculty.

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93. *Teacher's Kit on Railroad Transportation.* A set of teaching aids including 56 photo-reproductions. One copy only per in-service teacher not previously supplied. (Association of American Railroads.)

94. *1956 Summer Session Bulletin.* Complete information concerning graduate and undergraduate courses offered during two sessions as well as special recreation program including concerts, plays, lectures, etc. (University of Minnesota, Minneapolis, Minn. Also special courses offered at Duluth branch.)

95. *Aviation and World Understanding.* A new documentary filmstrip is available to schools and aviation education groups. The 57-frame filmstrip is organized into four parts, designed and written for classroom presentation. A teachers' manual, containing the commentary and suggestions on its use accompanies the unit. The unit shows how aviation affects (1) world friendships; (2) world trade; (3) cultural exchange; and (4) governments of the world. May be kept as a permanent part of the school's film library. (Education Department, Trans World Airlines.)

1. *Posture Posters.* Set of 7 designed for use in the classroom to illustrate the principles of posture and to assist teachers in maintaining healthful posture. (American Seating Company.)

10. *Facts about writing short paragraphs for profit.* (Benson Barrett Publishers.)

14. *New four-color map of historic U.S. Trails and information on the graded corrective reading program of the American Adventure Series.* (Wheeler Publishing Company.)

42. *Request Card* that will bring you a copy of the Teacher's Manual of "Music—Voice of the Universe," the 28th Annual Standard School Broadcast Course. This series of broadcasts will be divided into two groups of 13 broadcasts each—the fall programs will be devoted to "The Nature of Music," and those in the spring will emphasize the "Music of Nature." (Standard Oil Company of California.)

52. *Leathercraft Catalog.* A 66-page catalog of materials and equipment used in the making of purses, bill-folds, belts and other personal and household products. (Tandy Leather Company.)

49. *Highways to History.* A new wall mural 8 feet wide, in full color, showing beautiful photographs of ten historically famous places in America. Includes an 8-page lesson topics, which takes your class on tours to America's best-loved shrines. If additional lesson topics are desired, jot down the number you need—not more than 15 to a classroom, please. (Greyhound Lines.)

65. *Hawaii Air Vacation Folders.* Contain itineraries of Hawaiian vacation planning. For educators only. (United Air Lines.)

66. *Aviation Teaching Aids Folder* outlines classroom materials available without charge. (United Air Lines.)

67. *California Air Vacation Folders* detail low cost tours available. (United Air Lines.)

68. *Speech Correction Guide.* This valuable chart helps you give your children a speech survey to check articulatory difficulties, such as substitutions, omissions, and distortions of speech sounds. It gives you the words and sentences which you can ask boys and girls to repeat, tells you what to listen for, how to take corrective measures for the different faulty "sound" habits. There are suggested classroom speech activities; space is provided for your notes. (Webster Publishing Company.)

70. *Treasure Trails.* A new magazine for children. Stories, puzzles, games, etc., included in sample copy. Also a separate reproduction of original manuscript of *The Children's Hour* in Longfellow's handwriting. Full information on the new 16-volume collection of stories and poems, *The Children's Hour*, will be included. (Spencer Press, Inc.)

84. *Bulletin of the University of Southern California.* Announcement of the various courses that will be offered during the Summer Session of 1956.

90. *France.* This 24-page booklet, in color, with its charming cover and inside

illustrations by well-known French artists, as well as beautiful photographs, contains much helpful information on what to see and look for in various regions of France. (French National Railroads.)

26. *Nature.* A catalog listing books, models, charts, games, booklets, maps and collections which are obtainable for classroom use. (Naturegraph Co.)

47. *Investment information.* Your money earns 5 per cent a year with this investment company. Booklet available. (Pacific Thrift and Loan.)

59. *Music and Art Tour.* Free brochure for prospective European travelers describing itinerary and cultural attractions. For teachers interested in art and entertainment. (San Francisco State College.)

73. *New 1956 brochure* available for those teachers who plan to travel abroad, describing Golden Gate Tours of Europe, Africa, Scandinavia. For teachers only. (Eur-Cal Tours.)

75. *Colorado River Trip.* Information on a 10-day river trip available during June and July. (Johannes River Safaris.)

76. *Information* available on Educational Conference Tours, Trans-Atlantic Students Tours. (Dr. Adolphe Pervy.)

102. *Folder on tour through Europe* by motor coach. Covers 16 countries, includes music festival highlights. (Etta Mae Grove.)

103. *World tours, with college credit, by air or steamship:* "Popular," "Grand Circle," "Student," or "Africa." Write for folder. (World Travel Bureau.)

104. *Summer Session at an art ranch, with college credit.* Artist teachers. Get brochure. (The Art Ranch.)

105. *List of 26 Highway Safety Films, which are available for use in teaching highway safety in the schools.* Produced by the Aetna Casualty and Surety Company, these films may be obtained on a free loan basis from the company's Public Education Department at Hartford, Conn., or through local Aetna representatives.

106. *Samples with brochure and pieces on cardboard cut out letters for use on bulletin boards, exhibits and posters.* (The Redikut Letter Company.)

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Community Scholarships for Education

IN an editorial titled "Who Should Go to College" by Arthur Corey which was published in our December edition, we were reminded of some startling facts about educational opportunity on the higher levels. "Of the best 25 percent of high school graduates, fewer than half ever get a college degree," he wrote.

The editorial points out that getting a college education depends on (1) who one's parents are (2) where one lives (3) and the race to which one belongs. The chances for the son of a Negro farm laborer in Alabama are far more remote than they are for the son of the successful Boston attorney, descended from the Pilgrims. These three significant facts overshadow intellectual capacity and family wealth.

The wave of enrollments which is now almost engulfing our secondary schools will soon be breaking over our colleges and universities. Even now, the facilities of higher education are taxed to the limit in California. In these times when technical and scientific leadership is essential to national security, we must not permit our colleges to deteriorate. And more important, we must not frustrate those gifted young people who might be denied leadership because of our indifference or neglect.

The barber's son with a genius for electronics should have his chance at a degree in electrical engineering. The daughter of the bookkeeper with an unusual capacity for written expression should be a graduate in liberal arts. Hereditary and environment should not deter their ambitions, providing the community recognizes their capacities and provides the means for developing them.

In recent years industry has recognized its stake in education by providing millions of dollars in scholarships. Ford, General Electric, Proctor and Gamble, Shell — these are only a few of the names we have noted in recent announcements of financial aid to deserving students. But the millions provided by industry, though a significant contribution, will not be enough to provide for the 10 or 15 percent of our most able high school graduates because they cannot pay tuition and living costs.

Raymond M. Case, district superintendent of Elk Grove union elementary district, Sacramento County, is troubled about this problem. He asks the question, "What can be done to popularize the need for local members of the com-

munity to take a more personal part in education?" He suggests a possible answer in "Community Scholarships for Education." Here is the way he outlines his plan:

"In each community there live many people who would like to help young people get an education but who feel they cannot provide very much at any one time. There are many who wish to contribute living memorials in the name of loved ones who have departed. Whereas any one contribution might be small, very considerable funds can be realized in almost any community.

"In each community there are young people with superior ability who could be easily encouraged to continue their education, if they could obtain a small cash scholarship (grant or loan) to supplement what they could earn themselves. Perhaps there are some community scholarship funds already in existence. Most scholarships, however, are limited to large organizations or to those available at most colleges and university. Seldom do members of a community have a chance to be close to a program of scholarship aid to young people of that community.

"The development of Community Scholarships for Education would require a minimum of effort and supervision. The scholarship fund should be a project of the community, administered by a committee or by a sponsoring organization, with the use of all good audit controls. Each community should have complete jurisdiction over the program. Any action taken by persons or organizations outside of the community should be limited to serving as a source of reference, suggestions of plans, and for giving wide publicity to the general idea.

"The scholarship fund should be in the name of the community with no delimiting affiliations. Larger cities might have many community projects, one for each community. Those benefiting from the fund should be any young members of the community who have met the requirements which have been set up by the community. Depending on the wishes of each community, the scholarship fund could operate on the basis of grants or loans or combinations.

"Although the title of 'Scholarships for Education' might indicate a major hope of encouraging young people to enter the field of education, the plans in each community might develop in such a way that every applicant would be given equal consideration, no matter what the field of interest."

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